

2012-2017 PROGRAM REVIEW

HISTORY (0074)

Description of the program's connection to the institutional mission and goals:

The study of history is a systematic, measured, interdisciplinary process that introduces students to collective social, economic, political, and cultural developments across time and geographic locales. History is a discipline that cultivates critical thinking skills and encourages practitioners to synthesize large amounts of information, not only to provide academia and the general public with a working knowledge of the past, but to encourage citizens to think broadly and deeply about the present.

The Rose State College History faculty provides history majors with a diverse program of study that prepares them for a seamless transfer to four year institutions to finish their baccalaureate degree, and perhaps pursue advanced study in the discipline. For non-majors, the program offers courses that challenge students and provides them with a broad perspective on historical events, people, and processes that is in keeping with the spirit of rigorous, thoughtful General Education requirements and life-long learning.

Previous Reviews and Actions from those reviews:

Analysis and Assessment (including quantitative and qualitative measures) noting key findings from internal or external reviews and including developments since the last review:

The most recent review of the History program occurred during the 2011-2012 academic year. The program received good marks generally, but a goal was established to increase majors and degree completions by 25% and recruit more vigorously from area high schools.

To reach this goal, full-time faculty collaborated with one another to create a mentorship program for current History majors. Interested students met annually with their chosen faculty mentor to discuss enrollment issues, course selection, transfer expectations, and career opportunities. This program allowed students to gain valuable insight from faculty regarding the state of the historical profession and encouraged the development of faculty-student relationships that increased retention of majors and degree completions.

Full-time faculty also participated in student affairs programs designed to reach high school students and new Rose State College students generally, such as Raider Dayz, College Snapshot, and Senior Preview Day. Presentations were made that touched on the History Program, the faculty, courses offered at Rose State College, as well as career opportunities available to students and the process for earning advanced degrees in the field.

Since 2012, full-time History faculty completed an academic overhaul of the History Program. This overhaul included rewriting both program and course objectives, streamlining the program requirements for History majors, and clarifying the support and related course offerings. Faculty also created a new course – HIST 2993 Historical Research Methods – designed to better prepare majors for the demands of four-year academic programs and future graduate study in

History.

Also related to the program restructuring was the addition of the Native American Studies degree option and the deletion of the Women's Studies degree option from the History Associate in Arts Degree. Faculty designed the NAS option to reach out to a robust Native American population interested in pursuing specialized study of tribal history, cultural vitality, historical legal sovereignty, and modern economic issues. The number of declared NAS majors has grown every year since its inception. Faculty also made the decision to delete the Women's Studies option to more fully reflect the evolving nature of the discipline at both the state and national level. The significant interdisciplinary and theoretical nature of Women's Studies programs generally led faculty to partner with Sociology faculty to re-christen the option as the Gender Studies Option, and it was moved to the Sociology degree plan.

Finally, faculty attended workshops and training opportunities that provided the expertise and pedagogical methods necessary for improved delivery of instruction. One of the principal elements of this professional development was the Oklahoma State Regents Course Equivalency Project (CEP), where faculty meet annually to discuss direct transfer of courses offered at Oklahoma colleges and universities. The semi-annual convocations provided by Rose State College, as well as Social Sciences Division meetings held throughout the semester, also provided opportunities for faculty to engage with administrators and with one another for the benefit of the college and its academic performance.

As a consequence of these program changes and faculty efforts, the History Program exceeded its goal of 25% increases in majors and degrees awarded between 2012-2017, with an increase in annual History majors from 43.6 to 61 (40% increase) and an increase in History Associate in Arts Degrees conferred from 7.4 to 11.2 (51% increase).

A. Centrality of the Program to the Institution's Mission:

Rose State College is a public and open admission institution whose primary mission is to provide rigorous programs that foster lifelong learning for a diverse population. Centered on the core values of learning, innovation, integrity, and service, the institution demands that all General Education and Program Courses provide challenging curriculum delivered in a meaningful, cogent manner to educate the whole student. To that end, Rose State College offers United States history survey classes (History 1483 US History To 1877, History 1493 US History Since 1877) as General Education requirements. Each year approximately 2408 students complete a U.S. History course as part of this requirement. Another approximately 721 students enroll in other history courses annually as part of their major, to satisfy their humanities credit, or out of a general interest in history. History courses taken to satisfy the general education requirements for associate degrees remain the largest enrollments in the Social Sciences Division, and one of the largest enrollments across campus.

B. Vitality of the Program:

B.1. Program Objectives and Goals:

The History Program at Rose State College seeks to acquaint students with a broad yet thorough working knowledge of the past, familiarize students with stylistic and professional habits germane to the profession, and expose students to various theoretical and interdisciplinary research paradigms in the field. Our hope is that they develop the skills and perspectives necessary to transfer to four-year institutions and complete their baccalaureate degree. To that end, after completing the History Associate in Arts Degree at Rose State College, students should be able to:

Identify and analyze the complex and diverse nature of historical change and continuity, as well as how the past impacts the present, as they pertain to countries, peoples, and regions of the world.

Recognize how cultural, economic, intellectual, military, philosophical, political, religious, and social factors define historical events and periods.

Explain how class, ethnic, gender, and racial constructs and perspectives not only define the past but influence how historians analyze and interpret the past.

Demonstrate effective communication skills as well as critical thinking and writing skills when analyzing and interpreting primary and secondary historical sources.

B.2 Quality Indicators (including Higher Learning Commission issues):

- The History program at Rose State College produces an acceptable number of majors and graduates on a yearly and five-year-average basis. Rose State College offers United States history survey classes (History 1483 US History To 1877, History 1493 US History Since 1877) as general education requirements. Each year approximately 2408 students complete a U.S. History course as part of this requirement. Another approximately 721 students enroll in other history courses as a consequence of their major, to satisfy their humanities credit, or out of a general interest in history.
- Through extensive curriculum reviews, periodic updates of Division Course Syllabi and program goals, continuing education and pedagogical analyses, and collaborations with other institutions via the Course Equivalency Project, the Rose State College History faculty maintains an evergreen program that prepares students to transfer to four-year institutions as seamlessly as possible.
- The History program provides students with well-trained, experienced full-time and adjunct professors whose expertise cuts across a wide spectrum of major fields and sub-fields within the discipline. Faculty teaching and research expertise includes, but is not limited to, African American, European, Native American,

Women's History, Sex and Gender, Oklahoma, and all areas of United States History.

- Better academic advising by Division Advisors and mentorship by History faculty has strengthened the major by reducing the enrollment errors students often make when self-enrolling and decreasing the number of superfluous credit hours students take when completing their degree.
- Full-time and adjunct professors in the History Program frequently participate in panel discussions, conference presentations, offer guest lectures, and submit original research to academic publications. Rose State College history faculty also serve as consultants for various academic and community entities throughout Oklahoma. Examples include but are not limited to the Oklahoma History Center, various state and local historical associations, religious groups, nonprofit organizations, and school boards.
- History faculty continue to work closely with students in the Rose State College Honors Program. One member of the history faculty currently serves as the co-director of the Honors Program.
- The History faculty at Rose State College takes pride in cultivating a vibrant, interdisciplinary program. To that end, history faculty maintain collaborative relationships with faculty members from other disciplines within the Social Sciences Division as well as from across campus. These partnerships frequently produce academic materials, community presentations, and curriculum proposals that benefit the students at Rose State College as well as the institution.
- History courses are offered in a variety of pedagogical styles, including face-to-face lecture, on-line, hybrid, interactive television, and tele-course formats. The program's reach extends beyond campus, as students from Tinker Air Force Base, Oklahoma correctional facilities, and many local high schools enroll in history courses offered at Rose State College.

B.3. Minimum Productivity Indicators:

Time Frame (2013-2017)	History Majors Head Count	History Majors Graduates
Fall/Year		
2013	37	9
2014	45	9
2015	69	12
2016	89	13
2017	65	13
	Total 305	Total 56
	5 Year Average 61	5 Year Average 11.2

B.4. Other Quantitative Measures:

a. Number of courses taught exclusively for the major program for each of the last five years and the size of classes:

Rose State College, 2013-2017						
History Course Sections Offered Annually						
HIST	2013 SU12, FA12, SP13	2014 SU13, FA13, SP14	2015 SU14, FA14, SP15	2016 SU15, FA15, SP16	2017 SU16, FA16, SP17	TOTAL
1203	4	5	5	5	4	23
1303	4	1	0	0	0	5
1413	5	4	4	3	3	19
1423	3	1	3	3	3	13
1433	3	3	2	2	3	13
1483	40	34	34	31	35	174
1493	70	60	58	49	52	289
2033	1	1	1	0	1	4
2043	1	1	1	1	1	5
2093	2	0	0	0	2	4
2133	0	3	4	4	4	15
2213	1	1	0	1	1	4
2233	1	0	1	1	0	3
2243	0	1	1	0	1	3
2263	0	2	4	2	2	10
2303	2	2	2	1	2	9
2503	4	6	6	4	4	24
2553	0	1	1	1	1	4
2563	1	0	0	1	0	2
2573	1	1	0	0	0	2
2583	1	1	1	1	1	5
2993	0	0	0	2	1	3
Subtotal	144	128	128	112	121	633
NAS						
1113	0	2	1	2	2	7
2223	0	1	1	1	0	3
2803	0	0	1	0	1	2
Subtotal	0	3	3	3	3	12
TOTAL	144	131	131	115	124	645

History Courses Total Enrollment Annually						
	2013	2014	2015	2016	2017	
HIST	SU12, FA12, SP13	SU13, FA13, SP14	SU14, FA14, SP15	SU15, FA15, SP16	SU16, FA16, SP17	TOTAL
1203	97	122	143	144	122	628
1303	117	12	0	0	0	129
1413	130	102	118	80	66	496
1423	39	13	34	70	61	217
1433	80	79	36	57	51	303
1483	933	818	831	834	806	4222
1493	1805	1612	1472	1492	1438	7819
2033	16	11	11	0	8	46
2043	31	12	11	21	28	103
2093	40	0	0	0	2	42
2133	0	81	93	112	111	397
2213	9	13	0	20	17	59
2233	9	0	9	17	0	35
2243	0	12	17	0	22	51
2263	0	34	52	22	22	130
2303	40	40	33	32	44	189
2503	100	134	137	99	97	567
2553	0	23	18	26	14	81
2563	8	0	0	7	0	15
2573	10	10	0	0	0	20
2583	8	7	18	10	20	63
2993	0	0	0	26	8	34
Subtotal	3472	3135	3033	3069	2937	15646
NAS	SU12, FA12, SP13	SU13, FA13, SP14	SU14, FA14, SP15	SU15, FA15, SP16	SU16, FA16, SP17	
1113	0	12	13	26	39	90
2223	0	8	1	2	0	11
2803	0	0	1	4	3	8
Subtotal	0	20	15	32	42	109
TOTAL	3472	3155	3048	3101	2979	15755

b. Student credit hours by level generated in all major courses that make up the degree program for five years:

1000 level courses: 41,445 credit hours
2000 level courses: 5,493 credit hours

c. Direct instructional costs for the program for the review period:

Full-time faculty instructional costs: \$1,431,340
Adjunct instructional costs: \$570,195

d. The number of credits and credit hours generated in the program that support the general education component and other major programs including certificates:

Rose State College, 2013-2017						
History Course Credit Hours General Education Requirements						
	2013	2014	2015	2016	2017	
HIST						TOTAL
1413	390	306	354	240	198	1488
1423	117	39	102	210	183	651
1433	240	237	108	171	153	909
1483	2799	2454	2493	2502	2418	11666
1493	5415	4836	4416	4476	4314	23457
TOTAL	8961	7872	7473	7599	7266	38171

e. A roster of faculty members, faculty credentials and faculty credential institution(s). Also include the number of full time equivalent faculty in the specialized courses within the curriculum:

Aaron Bachhofer, Ph.D. Oklahoma State University
Michelle Brockmeier, M.A. University of Central Oklahoma
Carolyn Cuskey, M.A. University of Oklahoma
S. Matthew DeSpain, Ph.D. University of Oklahoma
James Hochtritt, Ph.D. University of Oklahoma

Adjunct Faculty	Credential	Institution that granted degree
Anoatubby, Joe	M.A.	University of Mississippi
Ball, Alan	M.A.	University of Central Oklahoma
Cuskey, Carolyn	M.A.	University of Oklahoma
Elder, John	M.A.	University of Central Oklahoma
Ferguson, Craig	M.A.	University of Oklahoma
Fisher, Dean	M.A.	University of Central Oklahoma
Karl, Erin	M.A.	University of Central Oklahoma
Maddux, Vernon	M.A.	Southwestern State University
Michalke, Debbie	M.A.	University of Central Oklahoma
Mirrl, Molly	M.A.	University of Central Oklahoma
Paige, Forrest W.	M.A.	University of Central Oklahoma
Primo, John	M.A.	University of Oklahoma
Roberson, Delana	M.A.	University of Central Oklahoma
Robison, Charles B.	Ed.D.	Oklahoma State University
Rolison, Richard	M.A.	University of Central Oklahoma
Thompson, Valerie	M.S.	Illinois State University
Toney, Tabitha	M.A.	University of Central Oklahoma
Trice, Cecil	Ph.D.	University of Oklahoma
Vick, Mary	M.A.	University of Central Oklahoma
Winterrowd Kristin	M.A.	University of Central Oklahoma
Yarker, Dirk	M.A.	Western Illinois University

f. If available, information about employment or advanced studies of graduates of the program over the past five years:

According to information submitted to the National Student Clearinghouse between 2013 and 2016, approximately 29% of trackable Rose State College History majors graduated from the institution to which they transferred. Presumably, these students received their baccalaureate degree. No additional quantitative information regarding students receiving advanced degrees could be gathered for this report.

g. If available, information about the success of students from this program who have transferred to another institution:

Rose State College, 2013-2016 History Majors Sent to National Student Clearinghouse					
Majors Sent to Clearing House	Sent	Found	Transferred	Transferred/Sent	Graduated from Transfer School
0074 History	295	174	120	41%	35

Data tabulated by the Community College Research Center suggests that almost 81% of students who enroll in a community college intend to earn a baccalaureate degree, yet only 33% of these students actually transfer to a university within six years. Additionally, of that 33% of students who transfer successfully, only 42% of them earn their baccalaureate degree, meaning that 14% of an original class entering a community college complete their baccalaureate degree. Using this data for comparison, the number of Rose State College History transfers, at 41%, and the number of transfer students who earned an advanced credential, at 29%, places the program's success rate for transfers at or well above the national rates in these categories.

B.5. Duplication and Demand Issues:

In cases where program titles imply duplication, programs should be carefully compared to determine the extent of the duplication and the extent to which that duplication is unnecessary. An assessment of the demand for a program takes into account the aspirations and expectations of students, faculty, administration, and the various publics served by the program. Demand reflects the desire of people for what the program has to offer and the needs of individuals and society to be served by the program.

Address Duplication:

Significant duplication issues, measured in terms of course offerings or program objectives compared to those in other programs currently offered at Rose State College, do not exist. Division administrators and the Social Sciences Division Curriculum Committee, as well as faculty in History and other disciplines, ensure that duplication is not an issue.

Address Demand:

Demand for the History program at Rose State College, measured anecdotally and quantitatively, has increased between 2013 and 2017. This is especially significant since the overall enrollment at Rose State has declined 19.6% during the report period. Increases in total numbers of majors, degrees awarded, and courses offered, at a time of declining enrollment, indicates that the History program actually appealed to a larger section of the student body than was true during the previous evaluation period.

B.5.a. Detail demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data:

Available data provided in this report indicates that the History program at Rose State College remains a robust program. Between 2013 and 2017, the number of annual majors increased by over 40%, and the number of annual graduates increased by over 50%. Transfer data indicates that both transfer rates of History majors at Rose State College (41%) and their continued success at four-year institutions, as measured by them earning baccalaureate degrees (29%), puts the History program ahead of national standards in both categories.

B.5.b. Detail demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data:

No quantitative job data could be garnered for this report.

B.5.c. Detail demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting:

During this report period, several faculty members received recognition for their outstanding work and commitment to the profession. The most significant award came to S. Matthew DeSpain, Ph.D., who received a grant from the National Endowment for the Humanities Summer Institute in 2016 to study Indigenous Theory in History at the Library of Congress in Washington, D.C. This award included research privileges at the National Archives, the Smithsonian, as well as the Library of Congress.

B.5.d. Detail indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community:

All full-time History faculty as well as some adjunct faculty maintain a high profile on the Rose State College campus and in the surrounding communities. History faculty reviewed monographs for publication, produced scholarship reviewed by national journals, and spoke at community events throughout Oklahoma. Faculty also presented at national conferences, including the Western History Association Annual conference and the International Gender and Sexuality Studies Conference.

B.5.e. The process of program review should address meeting demands for the program through alternative forms of delivery. Detail how the program has met these demands:

The History program offers courses in traditional 16 week, and accelerated 8 week, and 4 week sessions during each regular semester, as well as 2 week accelerated courses during each interim session. The format of these sections includes on-ground, Interactive Television, hybrid, and Department of Corrections/Tele-course formats.

B.6. Effective Use of Resources:

Resources include financial support, (state funds, grants and contracts, private funds, student financial aid); library collections; facilities including laboratory and computer equipment; support services, appropriate use of technology in the instructional design and delivery processes, and the human resources of faculty and staff.

The History program utilizes scholarships for majors, and we continually seeks to acquire additional monographs and databases from the LRC (Learning Resources Center). Periodicals available include American Journal of History, American Historical Review, Comparative studies in History, numerous databases, and a substantial reference section. The Academic Testing Center provides flexible exam times to assist students. Classrooms have been updated with multi-media capability allowing for use of internet, PowerPoint, D2L, Mimio, Smart Boards, E-books, and interactive television TV” in the classrooms that connect Rose State College to other institutions. The Division Computer Lab, located in Social Sciences Room 133, remains accessible to students when the building is operational and contains 30 computers with internet and printer access.

*Low Producing Program Reviews follow a different format and template.
Not applicable program meets requirements


Institutional Program Recommendations: (describe detailed recommendations for the program as a result of this thorough review and how these recommendations will be implemented, as well as the timeline for key elements)

Recommendations	Implementation Plan	Target Date
Implement programs to attract and retain majors.	Work with college recruiters to target high schools in the metro area and additional areas were feasible; encourage faculty to continue participating in on-ground college programs designed to attract and maintain students.	Spring 2018 Semester
To encourage transfer of History majors to four-year institutions	Continue to develop and oversee the creation of transfer agreements with local universities; develop relationships with Program/Division leaders at said institutions and partner effectively with them for student recruitment/retention.	Spring 2018 Semester

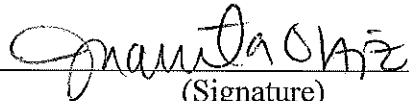
To encourage graduation of History majors	Expand faculty mentoring program to include direct reach-out and follow-up by all participating faculty.	Spring 2018 Semester

Summary of Recommendations:

	Department	School/College	Institutional
Possible Recommendations:	Maintain program with aforementioned changes		
Expand program (# of students)	Increase majors and graduates by 20%		
Maintain program at current level	Achieve recommended goals		
Reduce program in size or scope	Not at this time		
Reorganize program	Not at this time		
Suspend program	Not indicated at this time		
Delete program	Not indicated at this time		

Department/
Program Head 
(Signature)

Date 12/1/2017

Dean 
(Signature)

Date 12/1/17