



# Academic Program Review Report

History, B.A.  
2018-2019

# Executive Summary

<p><b>Institution Name:</b> Oklahoma Panhandle State University  <b>Program Name and State Regents Code:</b> History BA 011  <b>Date of Review:</b> November 8, 2018      <b>Recommended Date of Next Review:</b> Fall 2023</p>	
<p><b>Centrality to Institutional Mission:</b>          The program of History follows the Oklahoma Panhandle State University mission of “Rooted in “Progress through Knowledge,” OPSU is committed to promoting excellence in the preparation of students for success in a global community.” This is done through its goals, which align to the primary points of “progress through knowledge... in a global community” with a focus on oral and written communication, analytical and quantitative reasoning, and social responsibility and cultural awareness.</p>	
<p><b>Program Objectives and Goals:</b>          Goal 1: Oral and Written Communication: Communicate effectively using written, oral, and symbolic languages          Student Learning Objectives:          1) Communicate effectively by demonstrating knowledge of historical events and their significance.          Goal 2: Analytical and Quantitative Reasoning: Read and think critically by analyzing, assimilating, and applying information          Student Learning Objectives:          1) Read and think critically by analyzing, assimilating, and applying historical trends, ideas, and movements.          2) Read and think critically by analyzing, assimilating, and applying historical sources in context and in comparison with other sources.          Goal 3: Social Responsibility and Cultural Awareness: Be an aware and active participant in the global, dynamic community          Student Learning Objectives:          1) Be an aware and active participant in the global, dynamic community by understanding relationships between events and figures from different time periods and geographical areas.</p>	
<p><b>Quality Indicators:</b></p>	<p>Student benchmarks were met in most student learning objectives at the time of the Program Review. The others have been revised to focus more on collecting more data and revising Student Learning Objectives.          Student Evaluations have caused changes such as a greater number of quizzes and exams, each with less overall impact on the final course grade, subject matter for lecture topics and readings have been altered, and word choices or cultural references are continuously modified.          Learning environments for the student are becoming more effective. Faculty in the department participated in a campus wide evaluation of the learning management system; the digital learning space of D2L was reevaluated Summer 2018 and found to still be a great fit for our students and their learning.</p>
<p><b>Productivity for Most Recent 5 Years:</b></p>	<p><b>Number of Degrees:</b> 19, average: 3.8  <b>Number of Majors:</b> 81, average: 16.2</p>

<b>Other Quantitative Measures:</b>	<p>Number of Courses for Major: 22  Student Credit Hours in Major: 41  2017/2018 Direct Instructional Costs: \$207,996  Supporting Credit Hour Production: 15</p> <table border="1" data-bbox="467 327 1414 436"> <tr> <th>Faculty Member</th> <th>Credential</th> <th>Institution</th> </tr> <tr> <td>Patrick Maille</td> <td>PhD</td> <td>Texas Tech University</td> </tr> <tr> <td>Brad Duren</td> <td>PhD</td> <td>Oklahoma State University</td> </tr> </table> <p>Number of FTE faculty in specialized courses: <u>2</u></p> <table border="1" data-bbox="467 470 1414 604"> <thead> <tr> <th></th> <th>Year 1 (14/15)</th> <th>Year 2 (15/16)</th> <th>Year 3 (16/17)</th> <th>Year 4 (17/18)</th> </tr> </thead> <tbody> <tr> <td>Employed (if known)</td> <td>Unknown</td> <td>1</td> <td>1</td> <td>7 (includes graduate school)</td> </tr> </tbody> </table>	Faculty Member	Credential	Institution	Patrick Maille	PhD	Texas Tech University	Brad Duren	PhD	Oklahoma State University		Year 1 (14/15)	Year 2 (15/16)	Year 3 (16/17)	Year 4 (17/18)	Employed (if known)	Unknown	1	1	7 (includes graduate school)
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<b>Duplication and Demand</b>	<p>Students from the history program at Oklahoma State University go on to become teachers, lawyers, and attend graduate school or seminary.  The closest university with a comparable program is West Texas A&amp;M University.</p>																			
<b>Effective Use of Resources</b>	<p>2017/2018 Cost to operate program per student credit hour: \$266.89  Faculty/student ratio for 2017/2018: 1/7.5</p>																			
<b>Strengths and Weaknesses</b>	<p>Strengths include opportunities to view complex matters from multiple perspectives while weighing the strengths and weaknesses of such perspectives, students frequently demonstrate a willingness to question assumptions and established patterns of thinking, successes of graduates.  Weaknesses include the necessity of a small number of instructors, students with less proficient writing skills, and the reading expectations set by instructors must be tempered by the reading skills of the students.</p>																			
<b>Recommendations</b>	<p>Maintain at current level  For Low Producing status, History BA is a Liberal Arts and Science Program.</p>																			

# Analysis and Assessment

## PROGRAM REVIEW



**Program:** History, B.A.

**Mission** To develop graduates whose knowledge of history contributes to progress in their communities, as well as personal and professional fulfillment.

### Last Cycle's Goals and Learning Objectives:

<b>Goal 1- Oral and Written Communication: Communicate effectively using written, oral, and symbolic languages.</b>			
<b>Student Learning Outcome(s)</b>	<b>Courses where Assessed</b>	<b>Results</b>	<b>Changes Made</b>
Program goals have been updated and redefined. Previous Student Learning Outcomes are, therefore, not yet oriented to the updated program goals. The previous outcomes and goals can be seen in the addendum entitled "History Assessment Plan."	HIST 1313, 1323, 2213, 2223, 2313, 3423, 3433, 3473, 3483, 3493, 3823, 3833, 3933, 4000, 4043, 4063, 4123, 4623, 4643, 4653, 4683,	See the appended assessment reports from previous four years	See the appended assessment reports from previous four years

<b>Goal 2- Analytical and Quantitative Reasoning: Read and think critically by analyzing, assimilating, and applying information.</b>			
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<b>Goal 3- Social Responsibility and Cultural Awareness: Be an aware and active participant in the global, dynamic community.</b>			
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**Data Trends**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Enrolled</b>	14	21	17	27
<b>Graduated</b>	5	1	1	7
<b>Employed (if known)</b>	Unknown	1	1	7 (includes graduate school)

**Critical Thinking Questions:**

1. What are the strengths and opportunities of the program?  
 The greatest strength of a good history program might well be what it imparts to students in the area of critical thinking. History allows opportunities to view complex matters from multiple perspectives while weighing the strengths and weaknesses of such perspectives. Historical circumstances are presented that allow students a position of objectivity because those circumstances can be at a great enough distance where the student does not feel a personal viewpoint is being challenged. At other times, personal viewpoints or, even prejudices, can be challenged in the context of discussing history. To their credit, OPSU students frequently demonstrate a willingness to question assumptions and established patterns of thinking. Another strength of the History Program is

manifested in the successes of our graduates. Specifically, we receive feedback from students in graduate and professional schools who tell us that they are often better prepared than their peers in the classroom because of the approaches that OPSU historians used in developing students' abilities to analyze information, interpret sources, or compare and contrast various aspects of political and social history.

2. What are the weaknesses of the program?

One of the more significant weaknesses of the program is tied to the necessity of a small number of instructors. Having two professors to teach upper-division courses allows a full-range of American and European history courses to be taught. However, it also makes it impossible to provide courses on Asia, Africa, and Latin America. A second weakness of the program is related to the importance of writing in history. Many students entering college are not as proficient in writing skills as would have been the case, say, ten years ago. In order to do our part in addressing this deficiency, instructors do require writing to be done while working with what we understand to be a general baseline of the students' skill level. Over the course of their college careers, OPSU History majors do become better writers. So, there is some demonstrable success. However, we are not only starting with cohorts of students that are less well equipped with writing skills; we have many students in the freshman courses that are simultaneously taking developmental English composition courses. This imposes certain limits that have to be considered. A somewhat similar issue occurs in terms of reading. It is essential to meet the students where they are and help them grow from there. In a freshman history course, the reading expectations set by instructors must be tempered by the reading skills of the students. This issue must be addressed over a period of time longer than one or two semesters.

3. How is the program marketed? Is the marketing effective?

I don't believe that the program is marketed effectively. Reaching prospective college students in the area high schools or creating channels of contact through electronic resources such as social media is not done well. Many of our majors are not recruited. Rather, they take history courses to satisfy general education requirements and become interested in history as a major. High school students that have some exposure to OPSU History as concurrent enrollees, for example, might not be as likely to go to OPSU as to go to another university. In such instances, the bridges that we build to the better high school students are not as well traveled as we would like to see.

4. How does this program meet social, cultural, technological, scientific, and economic needs in the world?

This question could be answered in any number of ways. But, in each of those ways, the answers are positive. In social terms, students certainly learn a lot about the institutions of their own and other societies—what those institutions are and how they have developed over time. Our graduates, as teachers, lawyers, or as other professionals, go on to contribute positively within and through the various social institutions to which they are attached. Similarly, in terms of culture, students in the history program develop an awareness and an appreciation for the artistic and intellectual achievement of their own and other cultures as should be the case in any legitimate study of the liberal arts. History does its part quite well in this area and has an important part to play. Courses such as Ancient Greece and Ancient Rome or the Renaissance and Reformation are prime examples of historical studies developing cultural awareness. In response to the part of this question related to economics, we point out that all of the classes on history contain several aspects associated with

economics; from freshman to senior level courses. Viewing the economic topic from a different perspective, we can say that our graduates become contributors to the economic health of their communities. While people seeking degrees in history are almost never expecting to become wealthy as a result of their education, it is equally true that they almost never become an economic drain or liability.

5. Does the program have low enrollment courses? Should they continue to be offered? Why or why not?

A definition of "low enrollment" should be established before addressing this question. There are some upper-division courses in history that experience enrollment of four, five, or six students and these numbers can fairly be called low. They should continue to be offered not merely to allow students in the major to have access to a full slate of courses. We must consider that the role played by the History faculty in providing general education courses such as HIST 1313 and 1323 puts almost every OPSU student in one of our classrooms. Further, humanities courses such as HIST 2213 and 2223 have substantial figures as well. In a sense, the upper-division courses (if they are to be considered as low enrollment courses) ride on the coattails of the more highly attended lower division courses. Put differently, consider that the total number of students in history courses is very high while there are a few courses which do not have high enrollment. Those less attended upper-division courses complete the program that allows us to offer a major in history without creating a need for additional faculty. As is the case in most other programs, it is reasonable to expect that the upper-division courses have smaller class sizes than the freshman and sophomore level courses. OPSU has been able to offer a healthy variety of American and European upper-division history courses and that contributes not only to the quality of the history program but, to the strength of the institution as a whole.

6. In courses with DFW rates of higher than 20%, what challenges are there for the students? What changes can be made to improve the DFW rate?

Few course sections in the history program have a DFW rate above 20%. When this occurs, it is likely to be in one of the sections of HIST 1313. The responses that have been taken include multiple approaches: One response is to consider lowering the difficulty level of the various assessment instruments. This may be in terms of format, quantity of questions and/ or amount of information to be studied in preparation, etc. Another response is to offer students additional support in studying. In this area, students are encouraged to visit instructors during office hours. Students are also encouraged to form study groups or to take advantage of the Academic Resource Center on campus. Another option that has recently been established is available on the course webpages through a link to tutor.com. The university has been making a generalized effort by responding to the DFW list as well. Hopefully, one of these many action possibilities will be productive in reaching struggling students.

7. Is the benchmark for non-major students taking courses in this program assessed appropriately? Perhaps not. Currently, the type of assessment measures taken in freshman and sophomore courses include numerous non-majors. Little differentiation between majors and non-majors occurs in the analysis of that data. This could be changed. Indeed, moving forward, there are a number of changes beginning in the 2018-2019 academic year. It might be more appropriate to draw data primarily from upper division courses and the (sophomore level) Historical Methods course. It is

actually a good time for reconsideration on this topic because new Student Learning Outcomes are being considered and, as that develops, other areas of assessment will need to be modified.

8. How is student feedback informing program or course changes?

Student feedback is a major element in informing changes to courses. For example, in HIST 1313 courses, student feedback indicated a preference for a greater number of quizzes and exams, each with less overall impact on the final course grade (as opposed to a smaller number of exams, each with a higher significance in the course grade). In other areas, subject matter for lecture topics and readings have been altered in response to student feedback. An example of this can be found in choosing books on piracy to assign for reviews in the HIST 4643 course. Even seemingly minor considerations such as word choices or cultural references are sometimes chosen on the basis of student feedback.

9. What are the qualifications of the program faculty for teaching in this program?

The faculty are PhDs in their field with years of teaching experience.

10. How are teaching assignments determined?

They are determined based on the specific areas of expertise and interest of the faculty member. Upper division courses in American History are taught by one member. The other faculty member has a background in European history and teaches those upper-division courses. In addition, this same faculty member is responsible for the World Civilization courses. The freshman level U. S. History surveys are divided by the faculty.

11. How are adjunct faculty supported and mentored?

There have been no adjunct faculty in the history program. However, that has changed in Fall 2018 as a consequence of Dr. Duren becoming Dean of Arts and Sciences. Moving forward this particular question will have to be addressed. At present, it is not yet applicable.

12. What are the significant accomplishments this program has? How can more be encouraged?

The success of the program is equal to the success of our graduates. We have several graduates who have gone on to become High School teachers in the last few years. We have also had three who have gone on to law school. Of those, two have graduated and one is doing well at Texas Tech Law School. We have a recent graduate who is currently employed at the Stafford Air and Space Museum. Another of our recent graduates is completing seminary school with a Master's in Theology. We are proud of the fact that all of the history majors OPSU produces get into graduate programs when they seek an advanced degree. And, they do well in graduate schools. Whether they go on to be teachers, grad students, lawyers, ministers, or something else, our graduates benefit from being history majors in several ways. Faculty members note that the ability of students to read more analytically improves. Their ability to describe and evaluate differing points of view clearly develops as they advance through the program. A willingness to respectfully but critically question assumptions at a social or cultural level is also developed among our graduates. We not only see it in the students, they recognize it in themselves and, more to the point, other people in their lives (family, co-workers, etc.) have also happily acknowledged this sort of growth. The key point is that our graduates demonstrably achieve a sense of fulfillment in their professional lives after having developed their personal interests in the study of history at OPSU.

13. What resources are needed by this program to assist in improving student learning? i.e. library, information technology resources, services, etc.

The history program does not, happily, have significant needs in terms of material resources. To be honest, if the Behavioral and Social Sciences Department had an expanded budget, it might be put to better use by serving the material resource needs of the Criminal Justice program. An area of potential improvement in the availability and use of resources for history might be related to the Library and to the Academic Resource Center. I suspect that what I say about the history program is probably applicable to a number of other programs at OPSU: We do not have a solid understanding of what resources are available. Nor is there a genuine effort to make each other aware of the resources available. I believe we could be doing more if we invested more time and effort into connecting with these parts of the campus (and *vice versa*). Often times, instructors make the mistake of falling into patterns that they repeat semester after semester when their courses might be able to evolve if they had a better idea of the tools on campus. Learning what those tools are is often neglected by faculty and I feel the Library could also do more to demonstrate their potential value to the faculty. It is, of course, a two-way street. I think that a significant effort is being made now by the Academic Resource Center to provide support to students in their studies. Figuring out the best way to do this may take a little time. Teachers need to be involved in that process. It will also be a bit of a struggle because, at the most basic level, students need to take initiative for themselves. You can lead a horse to water but you can't make him drink it, they say. We still need to lead them there. So, although, I am unable to specify ways in which the history program can develop these resources usefully, I do feel certain that the effort to do so would pay dividends.

**Proposed Student Learning Outcomes for the next Cycle:**

	<b>Goal 1-</b> Oral and Written Communication: Communicate effectively using written, oral, and symbolic languages.	<b>Goal 2-</b> Analytical and Quantitative Reasoning: Read and think critically by analyzing, assimilating, and applying information.	<b>Goal 3-</b> Social Responsibility and Cultural Awareness: Be an aware and active participant in the global, dynamic community.
<b>Student Learning Objective(s)</b>	Undergoing reconsideration.	Undergoing reconsideration.	Undergoing reconsideration.
<b>Courses where Assessed</b>	All upper-division courses.	All upper-division courses.	This is an area where course instruction is only implicitly connected to the goal. Creating SLOs for this particular goal will likely necessitate consideration of existing classroom experiences and how they connect to the goal, the development of new assessment instruments that

			allow faculty to examine the effectiveness of educating with regard to the goal, and areas where this goal can be made more explicitly the object of attention.
<b>Benchmark</b>	Specific benchmarks cannot be established until after the faculty have developed new Student Learning Outcomes, new assessment instruments (if needed), and made determinations as to which courses are the most appropriate loci to examine.	Specific benchmarks cannot be established until after the faculty have developed new Student Learning Outcomes, new assessment instruments (if needed), and made determinations as to which courses are the most appropriate loci to examine.	Specific benchmarks cannot be established until after the faculty have developed new Student Learning Outcomes, new assessment instruments (if needed), and made determinations as to which courses are the most appropriate loci to examine.

## Program Review Recommendations

Maintain history program at current level. For Low Producing status, History is a Liberal Arts and Science Program.