Existing Program Review Report

DEGREE PROGRAM:	HISTORY BA

PROGRAM REVIEW CHAIR:	PETER LA CHAPELLE

I. MISSION STATEMENT

A. Institutional Mission Statement
At Nevada State College, excellence fosters opportunity. Excellence in teaching leads to innovative, technology-rich learning opportunities that promote the acquisition of interdisciplinary knowledge and skills. Quality, affordable four-year degree programs open the door to career success and an enhanced quality of life for a diverse population of students. Our graduates, in turn, foster the greatest opportunity – the promise of a stronger community and a better future for all of Nevada.

B. Degree Program Mission Statement
The Bachelor of Arts in History provides students with the educational tools and framework necessary for understanding major thematic issues in history, for exploring the everyday lives of people of different times and cultures, and for succeeding in a variety of professions and/or postgraduate study. The History major challenges students to think about the diversity of human existence, past and present, by examining how politics, social structure, cultures, geographies, and lived experiences have changed over time.

Through the study of history, students will develop the qualities of mind necessary for responsible citizenship in the 21st century and acquire an appreciation for the diversity of human experience and a capacity to understand the historical dimensions of contemporary problems across global communities. They will graduate with the ability to synthesize information from primary and secondary sources (whether of a print, visual, or material nature) in order to produce cogent arguments and sound historical narrative through a variety of mediums. Students of History will be prepared to contribute to our knowledge of the past with new discoveries and understandings.

C. Mission Statement Alignment
The NSC History program meets the College mission statement's goals by preparing students to serve the community in a wide variety of roles in occupational areas such as teaching, community service, research care ers, business, and legal professions. Faculty have a track record of excellence in pedagogy and innovative research and teach students how to use historical databases, online archival materials, and other technology to gain the necessary skills, critical thinking, and knowledge to succeed. Alumni have succeeded in numerous areas including law and graduate school applications. All three primary faculty have won teaching awards. Hispanics, first generation college students, women, and Pell Grant recipients students form more than a majority of the program's enrollees and a significant portion of its graduates, underlying the ways in which the program fosters opportunity and the promise of a stronger community.
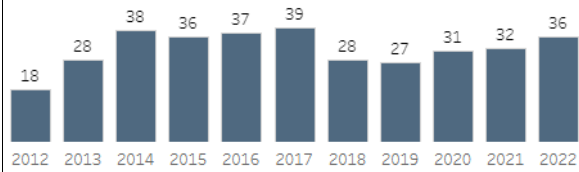
II. INSTITUTIONAL RESEARCH DATA

A. Student Profile and Success Metrics

- ○ **Enrollment by academic year (program & NSC overall):**
  History has two concentrations: the basic History concentration and the History with a Concentration in Pre-Law. Data is collected separately for each concentration so charts here are offered separately by concentration.. Recent total combined enrollments for both concentrations in the History program have been: 74 in 2022, 74 in 2021, and 85 in 2020.
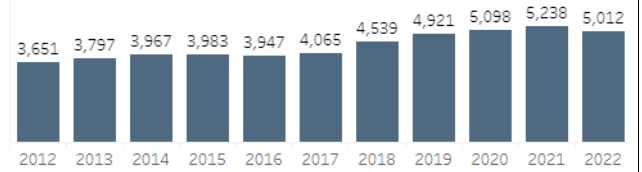
Annual Enrollment

History with Pre-Law - BA

18	28	38	36	37	39	28	27	31	32	36
2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022

Program
History with Pre-Law - BA

Years
(Multiple values)

All Degree Seeking (UG)

3,651	3,797	3,967	3,983	3,947	4,065	4,539	4,921	5,098	5,238	5,012
2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022

History - BA

25	39	42	46	44	61	76	59	54	42	38
2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
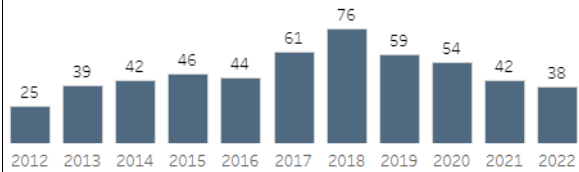
Program
History - BA

Years
(Multiple values)

Gender

All Degree Seeking (UG)

3,651	3,797	3,967	3,983	3,947	4,065	4,539	4,921	5,098	5,238	5,012
2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
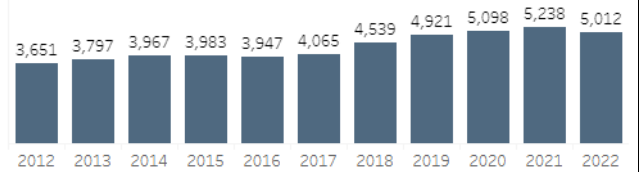
○ **Race/ethnicity, gender, Pell-eligible, & first-generation status**

History - BA: Gender

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Men	52%	46%	45%	39%	55%	52%	54%	47%	54%	52%	50%
Women	48%	54%	55%	61%	45%	48%	46%	53%	46%	48%	50%
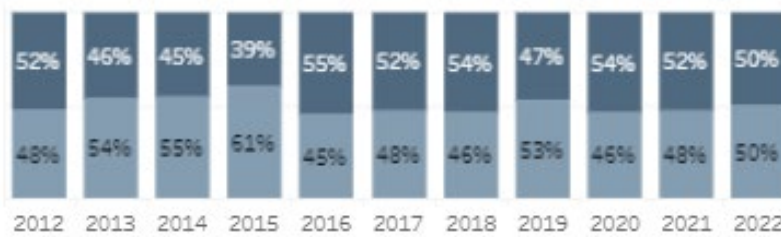
Gender
- Men
- Women
- Non binary

History - BA: Ethnicity

Ethnicity
- Asian
- Black
- Hispanic
- Other
- Unknown
- White

Year	Values
2012	56%
2013	21%, 26%, 46%
2014	24%, 55%
2015	61%
2016	57%
2017	20%, 56%
2018	26%, 47%
2019	25%, 42%
2020	30%, 39%
2021	31%, 43%
2022	37%, 37%
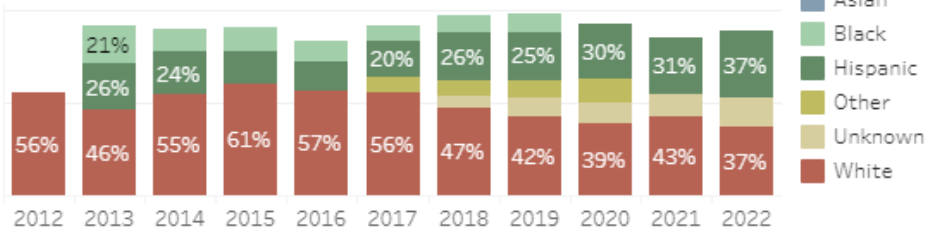
History - BA: First Generation

First Generation
- First-Generation
- Non First-Generation
- Unknown

Year	Values
2012	48%, 40%
2013	41%, 44%
2014	48%, 38%
2015	48%, 35%, 17%
2016	48%, 41%
2017	44%, 43%
2018	39%, 51%
2019	44%, 41%
2020	31%, 52%
2021	40%, 38%, 21%
2022	47%, 37%
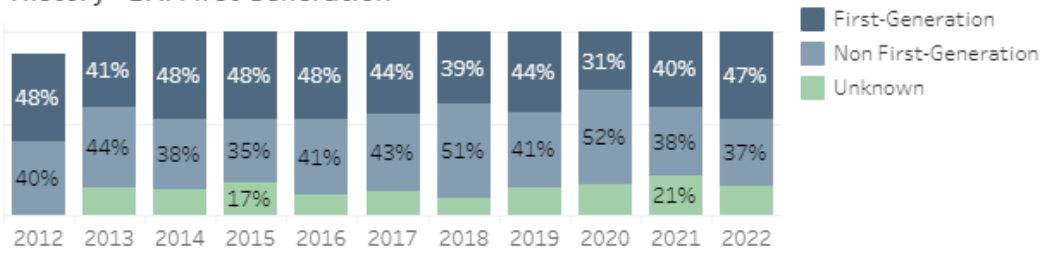
History - BA: Pell Recipient

Pell Recipient
- Received Pell
- Did not receive Pell

Year	Received Pell	Did not receive Pell
2012	68%	32%
2013	72%	28%
2014	71%	29%
2015	67%	33%
2016	68%	32%
2017	74%	26%
2018	66%	34%
2019	64%	36%
2020	65%	35%
2021	62%	38%
2022	53%	47%
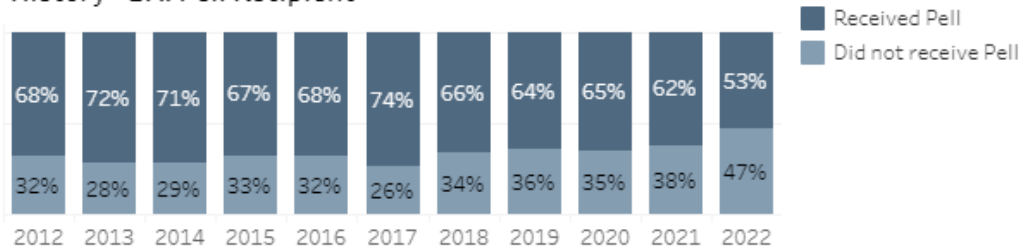
History with Pre-Law - BA: Gender

Gender
- Men
- Women
- Non binary

Year	Men	Women
2012	39%	61%
2013	46%	54%
2014	45%	55%
2015	47%	53%
2016	51%	49%
2017	44%	56%
2018	39%	61%
2019	41%	59%
2020	42%	58%
2021	34%	66%
2022	33%	67%
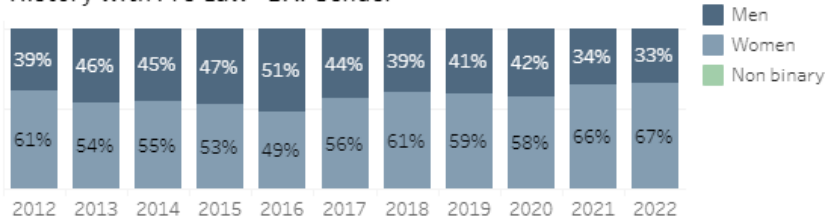
History with Pre-Law - BA: Ethnicity

Ethnicity
- Asian
- Black
- Hispanic
- Other
- Unknown
- White

Year	Values
2012	33%, 28%
2013	43%, 32%
2014	45%, 24%
2015	28%, 33%
2016	30%, 35%
2017	26%, 38%
2018	32%, 32%
2019	44%, 33%
2020	45%, 32%
2021	63%, 19%
2022	61%, 22%
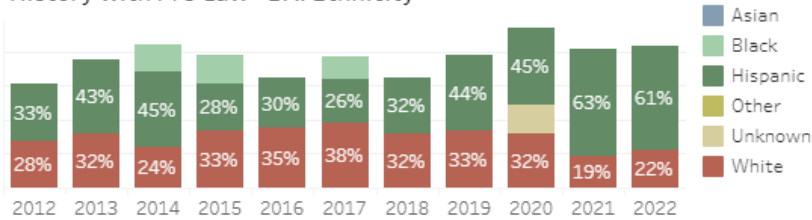
History with Pre-Law - BA: First Generation

First Generation
- First-Generation
- Non First-Generation
- Unknown

Year	Values
2012	56%, 28%
2013	50%, 36%
2014	50%, 39%
2015	44%, 31%, 25%
2016	43%, 38%, 19%
2017	41%, 36%, 23%
2018	43%, 32%, 25%
2019	41%, 33%, 26%
2020	45%, 29%, 26%
2021	38%, 34%, 28%
2022	50%, 22%, 28%
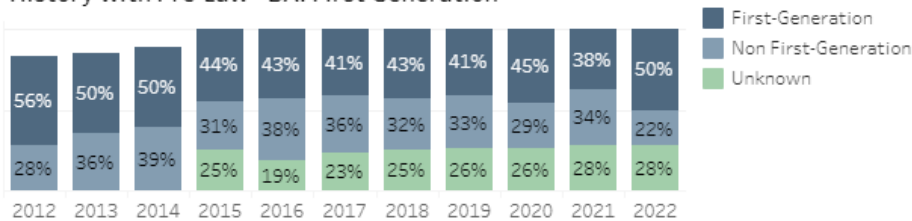
History with Pre-Law - BA: Pell Recipient

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Received Pell	56%	61%	63%	69%	68%	69%	43%	59%	35%	50%	47%
Did not receive Pell	44%	39%	37%	31%	32%	31%	57%	41%	65%	50%	53%
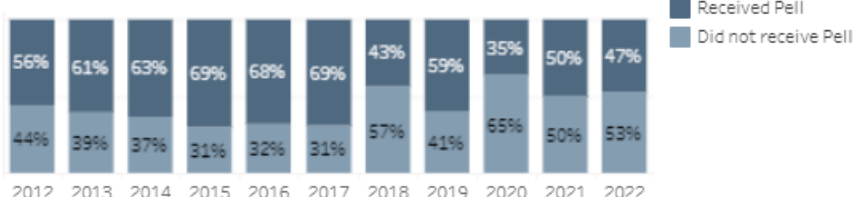
- o **Retention (IPEDS & transfer student data):** Retention rates are indicated line graph form. The average overall retention in the last five years has been 66 percent for the History with Pre-Law Concentration and 50 percent for the traditional History concentration. Incomplete data available on transfers.

One-year Retention Rates

History with Pre-Law - BA: All

	2014	2015	2016	2017	2018	2019	2020	2021	2022
Rate	70%	72%	79%	49%	67%	67%	55%	71%	69%
Count	33	29	28	35	24	21	22	28	29

One-year Retention Rates

History - BA: All

	2014	2015	2016	2017	2018	2019	2020	2021	2022
Rate	73%	54%	56%	61%	52%	52%	51%	49%	46%
Count	33	28	34	44	61	50	43	37	26
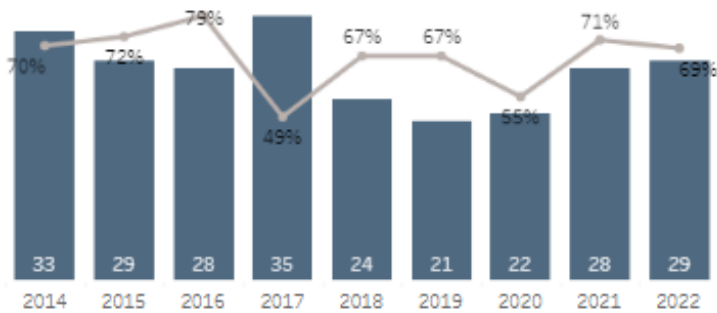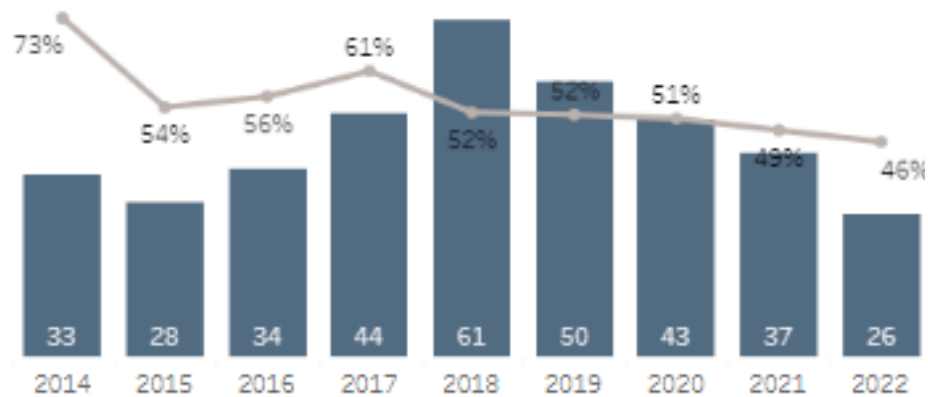
One-year Retention Rates

History with Pre-Law - BA: Transfer

	2014	2015	2016	2017	2018	2019	2020	2021	2022
	29% / 7			50% / 6					100% / 6

History - BA: Transfer

	2014	2015	2016	2017	2018	2019	2020	2021	2022
					83% / 6				
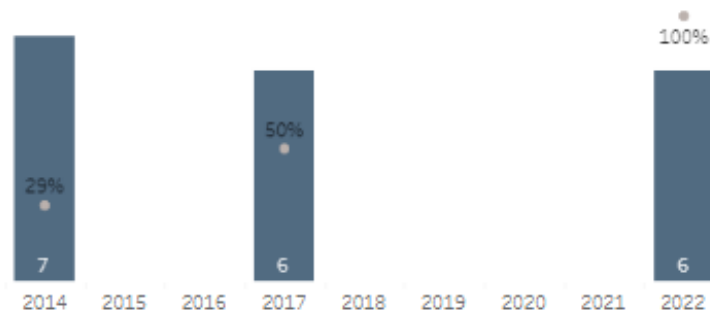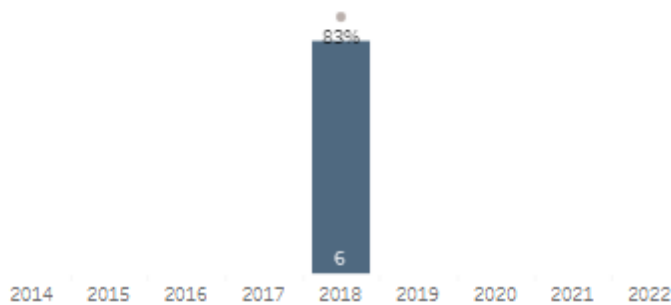
History with Pre-Law - BA: First Admissions

First Enrty
- Dual Credit
- First Year
- Graduate
- Nondegree
- Sec. Deg./Readmit
- Transfer
- Unknown
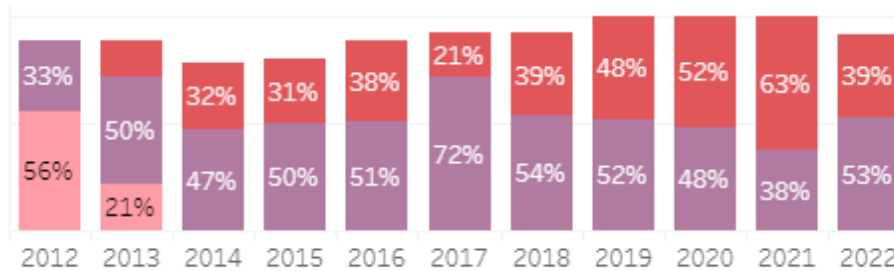
History - BA: First Admissions

First Enrty
- Dual Credit
- First Year
- Graduate
- Nondegree
- Sec. Deg./Readmit
- Transfer
- Unknown
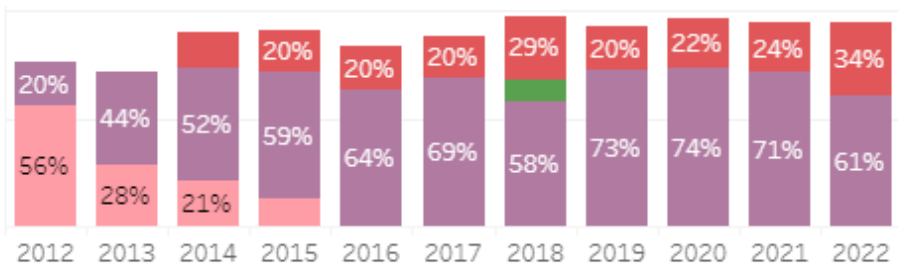
- ○ **Part-time vs. full-time**

History with Pre-Law - BA: Academic Load

Academic Load
- Full-time
- Three quarters-time
- Half-time
- Less then half-time
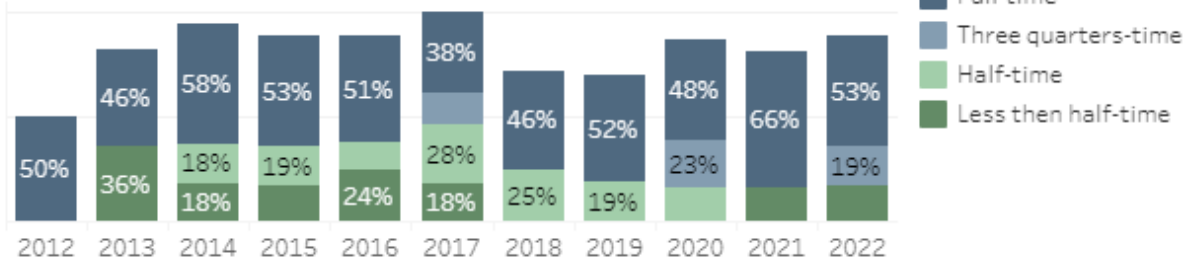
History - BA: Academic Load

Academic Load
- Full-time
- Three quarters-time
- Half-time
- Less then half-time
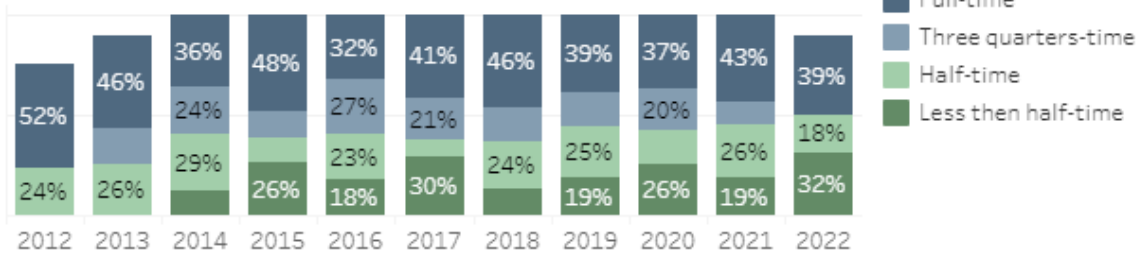
- ○ **Average number of credits earned by graduation:** Indicated by light blue line. Both concentrations (traditional History and History with a Concentration in Pre-Law) have shown general downward trends in recent years suggesting NSC and the program are being more efficient in advising students properly.

Graduates and Credits Completed

Graduates - History - BA
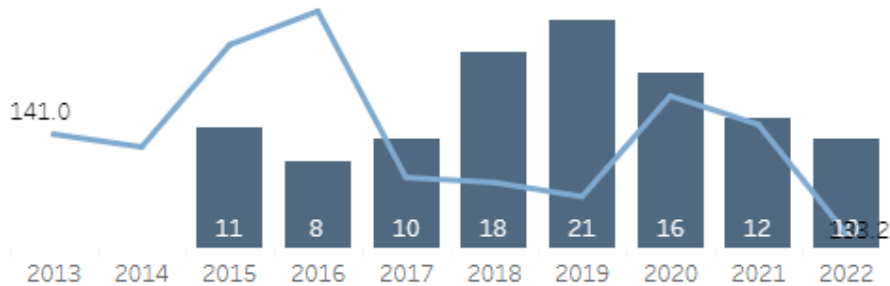
Graduates - History with Pre-Law - BA
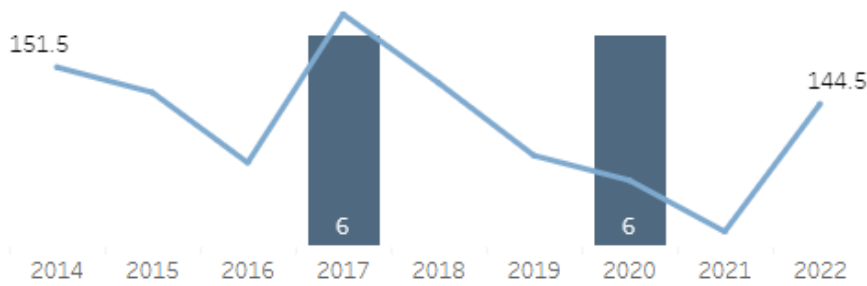
Six-year Graduation Rates

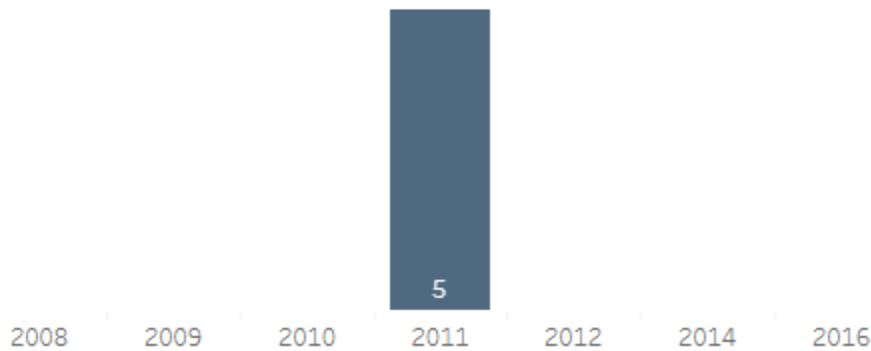### History - BA: First-time, FT

Program
History - BA ▼

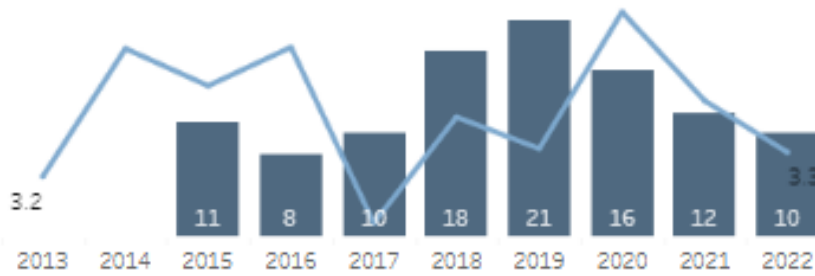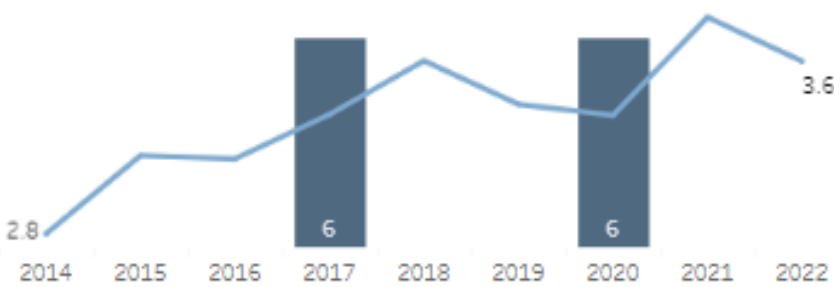**Year**
(Multiple values) ▼

Admissions
First-time, FT ▼

● **Six-year Graduation Rates:** Not enough data existed in order to present graduation rates for the History BA's main concentration or pre-law concentration for first-year, full-time cohorts that started prior to 2017. With such small numbers, there is a risk that students could become identifiable when broken down by demographics. Also, the sample is too small to get meaningful statistics.

● **GPA of graduates by academic year**: Indicated by light blue line. Graduate GPA averages have generally stayed above 3.0. The traditional History Concentration has seen some fluctuation whereas the History with Pre-Law Concentration has trended upward (above 3.5) in recent years.

Graduates and Graduation GPA

Graduates - History - BA

			11	8	10	18	21	16	12	10
3.2										3.3
2013	2014	2015	2016	2017	2018	2019	2020	2021	2022

Graduates - History with Pre-Law - BA

			6			6			3.6
2.8									
2014	2015	2016	2017	2018	2019	2020	2021	2022

B. Programmatic Comparisons

The NSC History program offers a more affordable educational experience than other state history B.A. programs and allows students flexibility to specialize their studies by offering a concentration with a Pre-Law focus, ample internship options, and possibility of engaging in undergraduate oral history research. The History with a Concentration in Pre-Law B.A. option emulates the basic History B.A. but requires students to organize their electives so they gain course experience in areas such as ethics, legal history, and communication that are recommended by the Law School Admission Council and other bodies. The program also hosts a student body that contains a statistically significant cohort of Latina women students, a constituency researchers have noted that higher education historically has not always been particularly welcoming of. Several Latina alumni in fact have made a mark in local legal circles in private practice and in offices such as the Clark County Public Defenders. Students are also attracted to a tight-knit liberal arts college-style environment where they never have to take courses in large impersonal lecture halls and where they know their professors. Such accommodations have proved attractive to students who prefer smaller social networks or who identify as being autistic or having other disabilities.

Overall Estimated Comparison

Credit Load	NSC	UNLV	UNR
12 credits	$2,520	$3,890	$3,605
15 credits	$3,112	$4,726	$4,418
30 credits	$6,225	$9,452	$8,837
Estimated cost to complete 120 credits	$24,900	$37,808	$35,348

Articulation Agreements

The Nevada State Transfer Team oversees the update of our articulation agreements with the College of Southern Nevada every spring. The Transfer Team works in tandem with CSN's Assistant Director of Academic Articulation to maintain and update these agreements for all of the Bachelor of Arts and Bachelor of Science degrees that Nevada State offers. The finalized agreements are posted each summer on the dedicated CSN transfer page of the Nevada State website for ease of student and CSN Academic Advising access. The agreements are produced in the format of a four-year degree map to simplify understanding of the pathway from the student's first semester at CSN to their final semester at Nevada State. This process is carried out in coordination with David Singleton, NSHE Academic and Transfer Policy Analyst.

III. FACULTY INFORMATION

A. Faculty Profiles

  1) The percentage of History classes taught by FT vs. PT faculty

Class Sections

	Full time	Part time
Fall 2022	29%	71%
Grand Total	29%	71%

  2) Table summarizing rank of faculty teaching History courses (lecturer, tenure-track, full prof, etc.)

Faculty Rank

	Fall 2022	
	Full time	Part time
Professor	2	
Assistant	1	
Lecturer	1	
Instructor	1	
No Rank		13
Grand Total	5	13

  3) CVs are included in this folder.
     https://drive.google.com/drive/folders/1spwardTrBm4oWnbb0GbHB0kmDp1-8vbH

  4) Data on race/ethnicity and gender of full-time faculty is too small to report in order to maintain anonymity. However, for part-time instructors, it can be reported that 69% identified as white, with the remaining percentages too small to report.

B. Teaching Quality

  1. Representative examples of exceptional teaching (e.g., experiential opportunities, field experiences and production courses, high-impact practices)
     a. All History majors (regular concentration and pre-law concentration) are required to take a senior seminar class where they conduct an independent research project where they find and

analyze their own primary sources. Many students over the years have presented this work at conferences including the regional Phi Alpha Theta meeting.

     b. The History program offers an internship for credit program where students take a three-unit class alongside an internship. The classwork revolves around professionalism and best practices in their field of interest. The instructor is in communication with a representative from the employer who provides feedback on the students' progress. Over the years we have had students interned at museums, nonprofit organizations, attorney offices, the public defender's office, and governmental bodies. We have had over 30 students participate in this program many of which were able to receive letters of recommendation or employment from the employers.

     c. Students in the History Program have taken part in the NSC Undergraduate Oral History Project, administered by Prof. La Chapelle, which seeks to collect and document oral histories of Henderson residents and of the history of Nevada State College. Three cohorts of students have been trained in oral history methods by Dr. La Chapelle and submitted recordings that have been transcribed and made available digitally to the public. The initial organization of these collections was financed through a $97,000 Library Services and Technology Act grant which allowed us to temporarily hire a digital archivist. The collection is currently hosted and made available to view and listen by Henderson Libraries: http://hendersonlibraries.sobeklibrary.com/nsc-oral-history/all

2. Teaching-focused awards
   a. Prof. La Chapelle has won NSC's top teaching award, the iTeach Award for Teaching Excellence
   b. Prof. Brautbar has won the NSC's top diversity teaching award, the iTeach Award for Cultural Heritage
   c. Prof. Wille, currently an assistant professor, won the Outstanding Graduate Student Teaching Award. University of California, Davis during her studies there

3. Participation in ACUE, Quality Matters, CTLE certificate, other formal and substantive professional development
   a. Professors Brautbar and La Chapelle applied for, and hosted NSC's first Fulbright Scholar-in-Residence, Spanish scholar Edward de Mesa Gallegos, who taught Spanish colonial, military history in the program for two semesters
   b. Prof. Brautbar and Prof. Wille were awarded the ACUE Credential in Effective College Instruction, from the Association of College and University Educators and the American Council on Education in May 2021.
   c. Prof. Brautbar earned a certificate of completion from Arizona State University's REMOTE program in Effective Online Teaching, June 2021.
   d. Prof. Brautbar received Nevada State College Summer Fellows Pedagogy Institute Award, Summer 2016
   e. Prof. Brautbar published a pedagogical article, "Situating Anti-Semitism in Anti-Racist Theory and Pedagogy: The Case for Holocaust Studies in Higher Education," in *The International Journal of Interdisciplinary Educational Studie*s 18 (1) April 2023: 35-55.
   f. Prof. Brautbar co-wrote and published a pedagogical article with L. Hignite, R. Yao, and R.H. Cresiski, "Internships for Credit: A Unique and Effective Model for Mentoring High-Risk Students" Peer-reviewed article in the University of New Mexico, Mentoring Institute *Journal of Conference Proceedings* 2015.
   g. Prof. Wille gave an invited pedagogical talk, "Teaching Across the Educational Landscape," at the American Historical Association, April 2021.
   h. Prof. La Chapelle took part in a campus-led NEH Intercultural Competency & Learning: Focus Group and Workshop in 2023 where he redesigned an assignment to stress intercultural related Essential Learning Outcomes.
   i. Prof. La Chapelle had a course undergo the NSC Library's Usability Testing Report protocol in 2022 which assembles a focus group of students to test online accessibility. The class passed with no fails, which is a rare occurrence.

     j.   Prof. La Chapelle received an internal Summer No Cost Textbook Grant in 2022 to retool course readings with low and no cost materials and completed the associated program.

     k.   Prof. Brautbar presented a pedagogical paper, "Antiracist Teaching, Intersectionality, and Holocaust Pedagogy in Higher Education" at the National Social Science Association Virtual Fall conference in 2021.

     l.   Professors Brautbar and La Chapelle are CITI Social-Behavioral-Educational (SBE) Comprehensive certified in terms of human subjects protocol.

     m.   All faculty regularly attend and participate in CTLE workshops.

C. Student Evaluations

1) Faculty teaching History courses rank high in overall course ratings, generally averaging between 4.4 to a 4.6 average (out of 5.0) over recent years. This trend appears to hold for both full-time and part-time instructors. In regard to quantitative student ratings, a 4.5 average has been Nevada State's typical standard for excellence in teaching in the LASB Standards of Academe.

Faculty Ratings

HIST	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Summer 2019	Fall 2019	Spring 2020	Summer 2020	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022
Students	327	108	604	565	103	500	573	114	1,070	1,069	113	969	959	100	943
DFW or I grades	19%	14%	12%	11%	17%	12%	12%	12%	9%	11%	16%	9%	11%	10%	8%
Instructors	7	5	13	7	4	9	8	3	7	11	4	10	8	5	9
Instructors (FT)	2	2	4	4	3	4	4	3	3	5	4	4	5	4	5
Instructors (PT)	5	3	9	3	1	5	4	0	4	6	0	6	3	1	4
Rating (All)	4.5	4.6	4.4	4.6	4.6	4.5	4.6	4.6	4.4	4.4	4.5	4.5	4.6	4.6	4.5
Rating (FT) - LD	4.6	4.7	4.3	4.7		4.2	4.7		4.0	3.9		4.3	4.6	4.8	4.4
Rating (FT) - UD	4.5	4.5	4.5	4.5	4.6	4.7	4.6	4.6	4.6	4.5	4.5	4.7	4.6	4.5	4.5
Rating (PT) - LD	4.6	4.7	4.3	4.7		4.2	4.7		4.0	3.9		4.3	4.6		4.4
Rating (PT) - UD	4.5	4.8	4.5	4.8		4.5	4.6		4.6	4.5		4.5	4.6		4.1
Rating (In-person)	4.6		4.3	4.6		4.8	4.7								4.8
Rating (Hybrid)	4.7		4.7	4.6			4.7						4.8		4.4
Rating (Web based)	4.4	4.6	4.4	4.6	4.6	4.4	4.6	4.6	4.4	4.4		4.4	4.5	4.6	4.4
Rating (Online Live)															
Rating (Remote Live)															
Rating (Remote Hybrid)													4.7		
Rating (Remote Asynch)									4.5	4.3	4.5	4.5	4.6		

IV. STUDENT INFORMATION AND ASSESSMENT

A. Post-Graduate Success

Provide information about program graduates' success, appropriate to the discipline. This evidence might include, where possible, the number of graduates employed in areas related to the program or pursuing advanced degrees.

- NSC History majors have been accepted to these law schools: UNLV Boyd School of Law; Pepperdine; Chapman; Florida State University; University of Idaho College of Law; Boise State; Barry University School of Law; Mississippi College, School of Law, Texas Southern University School of Law, and Western Michigan University School of Law.
- NSC History majors have attended these M.A./Ph.D. programs in history: UNLV, Oklahoma State, and Cal Poly.
- One alumni now enrolled in a history Ph.D. program recently received a $30.000 Mellon Fellowship and was selected to participate this summer in the Crossing Latinidades Summer Institute in Chicago as a paid participant.
- NSC History majors have also gained masters degrees in: library science, educational leadership, public administration, and visual media.
- NSC History alumni are currently working as: attorneys, paralegals, firefighters, police officers, political office staffers, non-profit directors, college librarians, K-12 teachers, college-level instructional technologists, higher education student service employees,, administrators in Oregon and in the Clark County School District, museum staff, and for the City of Henderson in various capacities.

B. Student Learning Outcomes

- Demonstrate the basic historical knowledge and critical thinking skills necessary to understand different perspectives about the past and the complex multicultural world we live in today.
- Demonstrate an ability to perform serious historical research and an understanding of historical methodologies, historical theory, and historiography.
- Understand the use and misuse of historical argument and make connections between individual events and larger historical themes.
- Demonstrate a familiarity with the histories of injustice and movements for social change.

C. Outcomes Assessment

- The process of Outcomes Assessment occurs on a bi-annual basis for all degree programs. In October the Dean of the College of Liberal Arts and Sciences, in consultation with area Department Chairs, selects assessment chairs for each program under review, who in turn select a three-person committee of faculty reviewers. This committee typically consists of three individuals with expertise in the discipline under examination, but often will include a strategically-selected faculty member from outside of the discipline. In broad terms, the committee targets a single learning outcome, randomly selects student "artifacts" (i.e., major assignments) that presumably reflect outcome performance, and then devises a rubric to evaluate the artifacts. The resulting scores and qualitative observations are incorporated into a formal report that describes the strengths and weaknesses of the program and renders suggested revisions. The revisions are implemented and the process begins anew as faculty gauge the extent to which the program has improved.
- Several essential methodological elements enhance the quality and consistency of this process:
  - 1. Outcome alignment: Faculty strive to develop clear, concise learning outcomes that reflect meaningful achievements in the area of study. At the outset of each assessment cycle, faculty also are asked to carefully align these learning outcomes with institutional and school-wide missions and consensus goals of the field. In this fashion, we consistently ensure that each program contributes to larger strategic objectives and maximizes each student's potential for success in his or her respective field.

- 2. Clear rubric: Assessment is most effective if the evaluation of student performance is guided by a rubric that minimizes ambiguity by relying on clear, widely understood definitions and rating scales. A rubric is "a predefined scoring scheme to guide the analysis of student performance or artifacts" (Nicholas & Nichols, 2005, p. 110).   It is applied as a set of rules for evaluating student performance, and it establishes a criterion by which the student will be deemed successful (e.g., at least a 3 on a 4-point scale). To this end, rubrics "set a common understanding among multiple judges about what represents success in student learning" (Nichols & Nichols, 2005, p. 110). The rubric answers fundamental questions about how student performance will be measured, it discriminates between high and low quality student work, and it helps ensure that our judgments are valid and reliable. In general terms, it does this by clearly identifying several criteria by which a student's performance can be judged (e.g., relied on empirical data, provided a clear thesis statement, etc.) and then by delineating performance levels for each criterion (e.g., unsatisfactory, satisfactory, proficient, & excellent).
- 3. Random Sampling: A random and robust sample of student work (referred to as "artifacts") in this circumstance is our best chance of taking a representative snapshot of NSC student performance, and thereby is most likely to guide improvements that assist a broad proportion of our student population. Moreover, the artifacts selected for analysis are "key assessments" – culminating assignments that are designed to showcase important student knowledge and skills.
- 4. Value added: For each outcome we assess a sample of student artifacts from lower division classes and a separate sample from upper division courses. In this fashion we can estimate how much progress students have made over time as a result of the quality of the instruction and curriculum in our law enforcement program.
- 5. Iterative philosophy: Importantly, the act of assessment does not exist in isolation; rather, it is a process that yields recommendations, the implementation of those recommendations, and a follow-up assessment to determine the effectiveness of the changes. At the close of this basic three-stage cycle, the process begins anew, which in many ways is the only response to a constantly evolving discipline and the ever-changing needs of businesses, organizations, and the community.

D. Student Satisfaction

Provide evidence of student satisfaction with the program. (May include surveys of current and alumni students, NSSE data, or customized surveys.)

Data from NSSE student surveys aggregated across the past five (5) years is presented below. Student respondents from the History BA program are compared to Nevada State student respondents from all other programs. For several categories, History students seem on par with or slightly higher than students from other programs. It appears that History students report slightly higher levels of higher-order learning and reflective and integrative learning compared to other programs.

	Other	N	1,779
		Score	43.0
Higher-Order Learning - Amount coursework emphasized challenging learning tasks including applying learned information to practical problems, analyzing ideas and experiences, evaluating information from other sources, and forming new ideas from various pieces of information.		% Diff. from Avg.	0%
	HIBA	N	24
		Score	43.6
		% Diff. from Avg.	0%

	Other	N	1,805
		Score	3.1
During the current school year, how much has your coursework emphasized evaluating a point of view, decision, or information source?		% Diff. from Avg.	0%
	HIBA	N	24
		Score	3.3
		% Diff. from Avg.	0%
	Other	N	1,788
		Score	3.1
During the current school year, how much has your coursework emphasized forming a new idea or understanding from various pieces of information?		% Diff. from Avg.	0%
	HIBA	N	24
		Score	3.3
		% Diff. from Avg.	0%
	Other	N	1,876
		Score	40.5
Reflective & Integrative Learning - How often students made connections with prior knowledge, other courses, and societal issues, took into account diverse perspectives, and reflected on their own views while examining the views of others.		% Diff. from Avg.	0%
	HIBA	N	25
		Score	40.9
		% Diff. from Avg.	0%

E. Demand for Graduates & Barriers to Success

Evaluate the demand for program graduates. Identify barriers to success for graduates if the barriers relate to course offerings, scheduling, and/or staffing at Nevada State.

The table below provides DETR projections of job openings, through 2028, for fields related to history. This is a conservative view of demand for graduates, as history majors may attend law school or establish careers in museums and other organizations that are not directly tied to "history" in the DETR database.

		Period				
		NV 2018-2028 Long-Term Projections				
Major/Minor	Occupation Code & Title	Base Year Employment	Numeric Change	Projected Employment	% Change	Total Annual Openings
History	119199 - Managers, All Other	14,118	2,363	16,481	17%	1,395
	251125 - History Teachers, Postsecondary	124	21	145	17%	13
	252031 - Secondary School Teachers, Except Special and Care	5,944	839	6,783	14%	530

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V. CURRICULUM INFORMATION

A. Curricular Strengths & Weaknesses
- The History degree (both pre-law and regular concentrations) requires students to take foundational courses in U.S. history, historical investigations, a senior seminar where students conduct their own independent historical research, as well as variety of courses in world and non-Western history and in culturally diverse subject areas. Students also have the option of taking specialized courses in Latin American history, the history of the Holocaust, media history, and oral history collection.
- The History Program offers its gateway class (HIST 251: Historical Investigations) and its capstone class (HIST 499: Senior Seminar) every Spring and Fall semester in an effort to make it easier for students to graduate. Both classes are offered periodically in all three modalities (online, hybrid, and face to face) to meet student demand.
- Prof. La Chapelle was a member of the campuswide core curriculum committee which developed new Essential Learning Outcomes (ELOs) for NSC's core courses. The History program is currently in processes of aligning many of its classes with these new ELOS.
- The History Program's "History Instructor Resources" shell on Canvas, which serves as a central compendium of pedagogical resources and guidelines for all history instructors, was cited as an exemplary tool by Northwest Commission on Colleges and Universities accreditors and NSC administrators
- History faculty have successful publishing and research records that have been honored with national awards:
  - Prof. Brautbar and Prof. La Chapelle co-wrote an article in a special edition of the *Journal of Popular Music Studies* that collectively won the 2021 American Musicological Society's Ruth A. Solie Award for an Outstanding Collection of Essays. The article was one of 11 essays that made up the *JPMS*'s special edition "Uncharted Country: New Voices and Perspectives in Country Music Studies" (2020: 32:2)
  - Prof. La Chapelle's first book received the Honorable Mention (second place) in the running for the Urban History Association's Best Book in Urban History.
  - Prof. La Chapelle is a former Smithsonian Postdoctoral Fellow who uses his expertise from that experience to help students in the senior seminar and to apply for grad schools.
  - Prof. La Chapelle was among contributors to a Smithsonian Folkways book and compact disc compilation which was nominated for a Grammy for Best Historical Album and which won an Independent Music Award.
- History students have received scholarships for graduate and law schools and received summer scholarships to UNLV's Women's Research Institute of Nevada summer program.Students have also won prizes at Nevada State's own annual Undergraduate Research and Creative Works conference.

B. Program Improvement

Program Assessment
The College is exploring an overhaul to our assessment system, but currently we incorporate two primary modes of assessment, with one emphasizing a deeper analysis of student learning (the Nichols method; Nichols & Nichols, 2005) and the other complementing this approach with a broader look at program elements. The former method is referred to as "Outcomes Assessment,"(section IV.C. of this report) and the latter is identified as "Program Assessment." In the years between the biannual Outcomes Assessment, faculty examine programs at a broader level. This type of assessment includes a comprehensive report from Institutional Research of the program's "vital signs" (e.g., enrollment, retention, and graduation trends) as well as another method that is tailored to the unique needs of the program. To this end, faculty have implemented program assessments that include audits of assignment quality, student surveys of the program, alumni surveys, and reviews of syllabi across the curriculum.

- Faculty in the History Program have been particularly active in applying the recommendations from our Assessment reports to our curriculum and teaching practices. In 2017, for instance, the Assessment recreating a repository of materials that help instructors better understand program standards and expectations including paper length and depth, variety of assignments, syllabus organization, assignments, and course objectives. In subsequent, program faculty created that repository in the form of a Canvas course shell that provides all these materials to full-time and part-time instructors. Early in the most recent ten-year cycle the program's annual assessment identified the need for faculty member specializing in Latin American history which came to fruition in 2020 we hired Dr. Griselda Jarqin Wille who teaches a rich assortment of courses in this area. In 2021, our program assessment committee identified a need to offer a lower-division African American history course and in 2022 we officially added HIST 293: Intro to African American History as a course offering.

VI. EVALUATION OF RESOURCES

A. Library Resources
- The Marydean Martin Library is an 8,000 ft^2 facility in the Rogers Student Center that provides 16 desktop computers (with additional laptops for loan), seating for 174 students, 14 collaborative work spaces, and in-person assistance with research and technology questions. The Library's collections model emphasizes easy discovery and retrieval of materials in a wide variety of formats. The Library provides access to approximately 100,000 journals and serials, 1.5 million e-books, and 10,000 streaming video and audio materials. The predominately digital collection allows for easy remote access to the majority of the library collection. Within Canvas (the campus LMS), instructors can easily link to appropriate library resources.
- Library staff regularly monitor statistics on the use of online information resources, including cost effectiveness and patterns of use. Periodically, subscriptions are canceled or added in order to adjust to the addition or growth of programs and to the research and teaching needs of new faculty. Interlibrary Loan data are regularly examined to determine the items that are most frequently requested and to make purchasing decisions accordingly.
- Academic journals are among the most important resources for our students and faculty, and the NSC library provides access to key databases in the field. These include J-STOR, Academic Search Premiere, Gerritsen Collection: Women's History Online, Project Muse, America: History and Life, ProQuest Historical Newspapers: Black Newspapers, Arte Público Hispanic Historical Collection, and historic versions of the online archives of several important newspapers (New York Times, Los Angeles Times, Wall Street Journal, Washington Post).

B. Computer Resources
- The Office of Information & Technology Services (ITS) maintains and supports computer labs, general-use workstations, and kiosks. NSC provides approximately 470 student workstations that offer access to the internet, printing, Microsoft Office, and specialized software such as SPSS and Adobe Creative Suite. Additional equipment is available for checkout at the library, including laptops, Chromebooks, iPads, Kindle readers, and video cameras. A student technology fee is allocated annually to support a 5-year replacement plan for all classroom, lab, and general-use student workstations. This replacement plan ensures that student workstations are never more than 5 years old. The technology fee also supports upgrades to classroom audio/visual systems, software, and infrastructure.
- Each full-time employee is provided with at least one desktop workstation or laptop and resources such as the internet, network file storage, printing, Microsoft Office, and, as needed, specialized software such as Camtasia, SPSS, or the Adobe Creative Suite. Laptops, tablets, and projectors are available for checkout. All campus workstations, including those in open computer labs and spaces, are available for use by NSC faculty and staff. Funds are allocated annually to support a 5-year replacement plan for all faculty and staff workstations.

- ITS maintains a wide area network in all buildings across the main campus. The internal core network runs at 10 Gb/s with 1 Gb/s connectivity to end devices. Both a guest and secured wireless connection is available at all facilities to provide connectivity for mobile devices. Internet connectivity for the campus is provided by the NSHE's statewide network, NevadaNet, providing speeds of up to 10 Gb/s.
- NSC's data center infrastructure consists of a Nutanix virtual server environment. This infrastructure supports over 70 virtual machines running on 4 physical hosts with approximately 50 terabytes of disk storage. Server infrastructure equipment is configured with multiple layers of redundancy and is housed between two campus data centers. Data center, core network, and telecommunication infrastructure is refreshed on a 10-year replacement cycle.
- NSC takes a cloud-first approach for enterprise applications in order to reduce staffing needs and eliminate the costs for acquiring, maintaining, and upgrading hardware and software. Through a single sign-on online campus portal, NSC's enterprise applications are accessible 24/7 from anywhere in the world. This provides faculty, staff, and students with access to electronic resources to support management and operational functions, academic programs, and support services, wherever offered and however delivered.

C. Facilities & Instructional Equipment

- While NSC has expanded its physical facilities significantly in recent years, securing sufficient space continues to be a challenge, given the College's rapid growth. Current facilities are adequate to meet current demands for instructional space, employee offices, and other uses. Program growth will require additional space for classrooms, science labs, research facilities (including equipment and materials storage), employee offices, and open spaces for studying and student activity.
- Every classroom at NSC is configured as a smart classroom with instructor workstations, projection systems, wireless connectivity, document cameras, and interactive touch devices that permit instructors to write digitally on a board or computer monitor. Over 40% of classrooms have lecture capture systems that allow instructors to record lectures, demonstrations, and clinical simulations. Video conferencing is available through online conferencing tools such as BlueJeans, Microsoft Teams, and Zoom. The campus has adopted Canvas as the learning management system.
- The Office of Instructional Technology has invested in in-person and online training opportunities and online technology workshops and real-time instructional resources. This ensures that faculty can receive the type of training that best fits their preferences, needs, and skills. Web-accessible resources ensure that course design and development assistance is available wherever faculty need it. Instructional Technology and Center for Teaching and Learning Excellence (CTLE) staff provide one-on-one consultations on course development, instructional design strategies, assessment methods, course communication, online course management, and the use of media and live lecture materials.
- NSC provides oral history recording equipment, including Zoom H6 and Tascom digital recorders and Samson microphones, to students on a lend-out basis as part of coursework where students go out into the community and collect oral histories. Our recording equipment meets Oral History Association guidelines and we make an effort to maintain a collection of recorders and equipment that exceeds oral history field standards.

D. Non-academic Services

- **Academic Advising**
  Since 2013, the Academic Advising Center has nearly quadrupled its number of professional Advisors from three to eleven, restructured the center to establish a Director of Advising, and created two additional leadership positions within the office, the Associate Director of Academic Advising and Student Success Initiatives, and the Advising and Completion Manager. Equipped with these resources, the AAC has been integral to the implementation of several NSHE projects (e.g., 15-to-Finish; continuous enrollment in gateway math and English) and has enforced semester-by-semester mandatory advising for all degree seeking students with fewer than 90 credits.

This substantive investment in a comprehensive model of advising reflects both our commitment to student success and our belief that close guidance and mentorship can help our students achieve their highest potential. Owing to this expansion in capacity, the AAC assumed a number of key responsibilities, including oversight of our 15-to- Finish campaign, and continuous enrollment in college math and English. Moreover, to increase the probability of student success, mandatory advising is applied to specific populations and enforced through registration holds. The presence of a hold and the need to meet with an advisor are communicated to students via email and through a notification in PeopleSoft.

The AAC has established a team model where advisors serve on one of three advising teams: Liberal Arts, STEM (including Pre-Nursing), and Education/Pre-Education/Pre-Speech Pathology. The team model allows students to receive timely advising appointments. Each advisor is responsible for advising students on matters related to their academic success, including academic standing, Satisfactory Academic Progress for financial aid recipients, and adherence to NSHE policies related to remedial math (see NSHE Handbook 4.16.1). Advisors at all levels understand that a high proportion of our students come from nontraditional, first-generation backgrounds, and they remain vigilant in directing students to resources and experiences that may be unfamiliar to our students (e.g., supplemental instruction; the importance of research experience for those planning to apply to graduate school).

- **Academic Success Center**
  The Academic Success Center (ASC) provides academic guidance and enhanced learning skills through peer-to-peer support and evidence-based initiatives, while leading students toward independent learning. The ASC provides free in-person and online tutoring services to all enrolled students. Online tutoring services are available 24 hours a day, 7 days a week, and through a concerted marketing effort, usage of these services has increased substantially. The ASC works with faculty to ensure tutors have access to key course materials (syllabi, lecture slides, etc.) that assist tutors in designing tutoring sessions and ensure consistency in the information students receive. The ASC also provides embedded peer-led Supplemental Instruction and conducts metacognition and learning strategy workshops for College Success courses.

- **Disabilities Resource Center**
  The Disabilities Resource Center (DRC) provides eligible students with accommodations and services. The DRC recently implemented an online case management program that allows for more efficient and easier tracking of all DRC notifications and documentation. The DRC Director has also increased students' access to assistive technologies such as Read & Write, which is available to all NSC students for free. DRC staff train DRC students on how to use these assistive technologies, which can greatly enhance their academic success.

- **Student CARE Team and Counseling Services**
  The Student Concern, Assessment, Referral, and Education (CARE) Team promotes students' wellbeing and success. The CARE Team consists of a full-time case manager, faculty representatives from each school, and staff members from key units (e.g., Financial Aid, the Academic Advising Center). Faculty and staff may refer any student who is in distress or otherwise poses a concern, and students may also self-refer. The CARE Team connects students with resources such as advising and tutoring; it also manages a food pantry and donated funds that can be used to cover emergency costs, psychological or disability assessments, or other needs. The College contracts with a private mental health provider and also employees one full-time staff member to offer free on-campus mental health services. Students receive several free sessions, and if longer-term therapy or other services are required, the case manager works with the student and recommendations from the therapists to connect the student with providers in the community who are covered by their insurance or accept sliding-scale fees.

- **Career Services Center**
  The Career Services Center (CSC) organizes career fairs, mock and real interviews, resumé reviews, and other workshops that help students prepare for the job market. The CSC also offers students the opportunity to search for jobs through Handshake.

- **Financial Aid**
  Financial aid programs at Nevada State College are directly aligned with our mission. Information about available financial aid programs is published on the NSC website and is discussed extensively at New Student Orientation. In addition to face-to-face and phone counseling, the Office of Financial Aid engages in extensive outreach to campus promoting financial aid and scholarship opportunities, and periodically conducts workshops on financial management and minimizing indebtedness. NSC provides each student with a membership to Financial Awareness Basics, an online, interactive financial literacy program maintained by the Educational Credit Management Corporation (ECMC). A library of topical videos and a chatbot also are available through Financial Aid TV (FATV) on the NSC website.

  Generally, the number of aid packages has kept pace with our enrollment growth. Additional insight comes from an examination of the aid granted to IPEDs students, which can be compared to the data for our peer institutions. These data show that, starting in 2012–13, a greater proportion of NSC's first-year full-time students have received grants than those students at our comparison institutions (Figure 4B-7), with over 80% of our incoming IPEDs cohort receiving grant aid in every year of this accreditation cycle.

  While DACA/undocumented students are not eligible for federal financial aid, they do qualify for some state and institutional scholarships if they graduated from a high school or community college in Nevada. NSC also partners with TheDream.US to provide scholarships to undocumented students.

VII. INFORMATION PROVIDED BY THE DEAN

A. Discipline-Specific Accreditation Status
N/A

B. Resource Analysis
The library has been crucial in supplying students and faculty with electronic resources to conduct research or meet outcomes in coursework (section VI.A. above). There may be times when History faculty have an additional need or request, so the continued flexibility of the Marydean Martin Library is greatly appreciated.

While NS has expanded its physical facilities significantly in recent years, securing sufficient space continues to be a challenge, given the University's rapid growth. Current facilities are adequate to meet current demands for instructional space, employee offices, and other uses. Program growth will require additional space for classrooms, science labs, research facilities (including equipment and materials storage), employee offices, and open spaces for studying and student activity.

C. Student Success Data
History has two concentrations: the main History concentration (History from here on) and the History with pre-law concentration (pre-law from here on). 2018 appeared to be a pivotal time for both degrees but in different ways. That year marked peak enrollment for students in History, with those numbers slightly declining over the past five years (from 76 to 38). For pre-law, enrollment was lowest in 2018 but has steadily increased to present day (from 28 to 36), in line with overall enrollment across the university. Interestingly, transfer students account for a significant proportion of first entry into both the History (range of 58 -74%) and pre-law (range of 38-54%) concentrations over the past five years. One-year retention rates mirror the respective enrollment trends noted above for both degrees as well (declining for History, but increasing for pre-law). Of note, the total credit count for graduating students has decreased in recent years for the main History degree suggesting that the program

may have become more efficient in advising students. Lastly, the GPA of graduating students has generally stayed above 3.0, but the pre-law concentration has trended upward in recent years (above 3.5).

VIII. IMPROVEMENTS SINCE LAST REVIEW

A. Improvements
Several representative improvements made during the current review cycle include:

- A fully online pathway was added to the History program in alignment with student preferences and needs for flexibility. As we move into a new context with University status, an online pathway will likely enhance our ability to serve the "new majority."
- Additional full-time faculty hires (both at the lecturer and tenure-track ranks) were made since the last review in order to increase the FT/PT ratio of instruction. For example, in the most recent ten-year cycle, the program's annual assessment identified the need for a faculty member specializing in Latin American history which came to fruition in 2020 when we hired Dr. Griselda Jarqin Wille who teaches a rich assortment of courses in this area.
- In 2017, annual assessment led the program to create a repository of materials that help instructors better understand program standards and expectations including paper length and depth, variety of assignments, syllabus organization, assignments, and course objectives. This became the "History Instructor Resources" shell on Canvas, which serves as a central compendium of pedagogical resources and guidelines for all history instructors, and was cited as an exemplary tool by Northwest Commission on Colleges and Universities accreditors and NSC administrators.
- In 2021, the History program assessment committee identified a need to offer a lower-division African American history course. In 2022, it was officially added as HIST 293: Intro to African American History.

IX. FINAL SUMMARY & IMPROVEMENT PLAN

Below are key recommendations and actions to be taken that achieve these recommendations:

A. *Key recommendations resulting from the self-study:*
   a. One recommendation would be to increase enrollment for the main History concentration.
   b. A second recommendation is to continue leveraging the strengths of the pre-law concentration. This concentration is gaining enrollment and appears to be serving our "new majority" students (mostly Hispanic, first-generation, women), and has a significant proportion of full-time students moving through the degree.

B. *Actions to be taken in order to achieve each of the recommendations. Strategies to remedy identified problems, build on identified strengths, and manage anticipated growth of the program and school.*
   a. To work on recommendation (a) above, faculty and/or the department chair of the History program can put some focused attention on attracting and recruiting students to the main History concentration. Given its slight (rather than sharp) decline over previous years, it's worth getting ahead of this trend *before* enrollment drops to concerning levels. Attendance at recruiting events or student-related events might be helpful. Also, continued and clear communication with the Academic Advising Center is highly recommended. I also recommend that the program update their "Distinctive Excellence" sheet found in the public Dropbox folder called Degree Materials. This sheet provided all units on campus with helpful information about each program that is curated from faculty within the respective program.
   b. To work on recommendation (b) above, it appears that careful advising of students will be necessary. The Pre-Law concentration requires students to organize their electives so they gain

course experience in areas such as ethics, legal history, and communication that are recommended by the Law School Admission Council and other bodies. From my perspective, the Pre-Law concentration looks to be a great target for the future of the History program!

C. *Types of human, fiscal, and physical resources needed to address recommendations for improvement.*
   a. Human resources would be the clear need when it comes to enhancing advising and recruiting new students to the History BA degrees.