

Northwestern State University of Louisiana
Department of Criminal Justice, History, and Social Sciences
History Program
Self - Study
December 2015



HISTORY SELF-STUDY

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Objectives of Academic Program

The following is the History Program's Mission Statement:

The students who complete the History curriculum will have developed an understanding of contemporary events and ideas as they affect the locality, region, nation, and world. Most particularly within the democratic environment of the United States, students will be prepared to fulfill their civic obligations as citizens. Students will be prepared for entry-level positions in any number of areas including teaching in public schools, business, industry, and government. In addition they will be prepared for continued academic work in graduate programs.

The Northwestern State University Mission Statement:

Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University will prepare its students to become productive members of society and will promote economic development and improvements in the quality of life of the citizens in its region.

ORGANIZATIONAL CHART

Dean of College of Arts and Sciences – Dr. Steve Horton

Head of the Department of Criminal Justice, History, and Social Sciences – Mr. Joe Morris

Coordinator of History – Dr. Jeffrey Smith
Professor of History
Tenured

Dr. Susan Dollar
Associate Professor of History
Tenured

Dr. Christopher Gilson
Instructor
Non-tenured

Dr. Greg Granger
Professor of History
Tenured

Dr. Kent Hare
Professor of History
Tenured

Dr. James MacDonald
Associate Professor of History
Tenured

Dr. Charles Pellegrin
Associate Professor of History
Tenured

Dr. Kathleen Smith
Professor of History
Tenured

**Academic Program Review
Bachelor of Arts in History**

I. General Information

A. Unit

Unit Location: Department of Criminal Justice, History, and Social Sciences, College of Arts and Sciences

Mr. Joe Morris, Head of the Department of CJHSS

History Coordinator: Dr. Jeffrey R. Smith

Program: History B.A. (261); History minor (MI44)

Date of approval of degree: First appeared in 1945-1946 University Catalog

First degree awarded: Spring 1946

B. Faculty (See also Faculty Productivity Reports in Appendix A)

1. Degrees/Credentials/Tenured Status

Dr. Jeffrey Smith, Dr. Kathleen Smith, Dr. Pellegrin, Dr. Dollar, Dr. Hare, and Dr. MacDonald, and Dr. Gilson all hold terminal degrees in History. Dr. Granger holds a Masters in History and a Ph.D. in Political Science. Dr. Jeffrey Smith, Dr. Kathleen Smith, Dr. Hare, Dr. Dollar, Dr. MacDonald, Dr. Pellegrin and Dr. Granger are tenured. Dr. Jeffrey Smith, Dr. Kathleen Smith, Dr. Hare, and Dr. Granger currently hold the rank of Professor, while Dr. MacDonald, Dr. Dollar, and Dr. Pellegrin hold the rank of Associate Professor. Dr. Gilson is currently a one-year contract instructor. Please see Faculty Productivity Reports (**Appendix A**) on each for further details.

2. Graduate Faculty Status

Because there are no graduate programs in history, none of the faculty currently hold Graduate Faculty status.

3. Research

All History Program faculty are encouraged to engage in research. For each faculty member's research activities, please consult the Faculty Productivity Reports.

4. Activities (publications and grants)

Dr. Kathleen Smith, Dr. Jeffrey Smith, Dr. Dollar, and Dr. Hare, Dr. Pellegrin, Dr. MacDonald, and Dr. Granger have published. Dr. Kathleen Smith, Dr. Jeffrey Smith, Dr. MacDonald, and Dr. Pellegrin have also applied for grants. Dr. Pellegrin is also the editor of Southern Studies, an academic, peer reviewed journal published at NSU. Please see Faculty Productivity Reports for details on each faculty. Please consult the NSU Faculty Handbook for CJHSS Promotion and Tenure Policy. This is located at <http://provost.nsula.edu/assets/Uploads/Faculty-Handbook-Effective-July-1-2013.pdf>, p. 34.

5. Teaching: See Faculty Productivity Reports in **Appendix A**.

Teaching ability and success have been demonstrated by the History Program's faculty, as is evident from consistently high ratings in student evaluations of instruction. Each faculty considers teaching the single most important duty of their position and strives to

excel in the classroom and in adopting innovative, intellectually stimulating modes of education. New technologies are being learned and employed by each. Faculty consistently compare efforts with colleagues in order to never cease improvement, exchanging ideas, materials, and techniques freely. Program faculty teach cooperatively and vigorously and share a high commitment to the professional mission. In **Data Form C (Appendix B)**, measures of SCH (Student Contact Hours) production by program faculty are consistently high, reflecting high enrollment in History courses, especially in sections of the history core (1010, 1020, 2010, 2020). All history faculty teach at least two sections of the core as part of their normal 15-hour teaching load.

6. Service: See Faculty Productivity Reports.

Faculty in the History Program engage in a high level of University and public service, which produces considerable visibility of the program and has enhanced its goals. The many forms of this service results in well-rounded faculty participation in the life of the University and the community.

7. Professional Development:

The faculty in the History Program have taken advantage of a range of opportunities to enhance their professional skills. Some of these have occurred at the University level (workshops on distance education technologies), some outside the University. Please see each faculty's Faculty Productivity Report to obtain precise descriptions of such activities.

8. Tenure Policy, Practices, and Procedures.

Please see Faculty Handbook at <http://provost.nsula.edu/assets/Uploads/Faculty-Handbook-Effective-July-1-2013.pdf>, p. 34.

9. Faculty Information in Aggregate

Please see Data Reporting Form A (**Appendix B**).

C. Staff

Melissa Turlington and Lanay Baldrige, Administrative Assistant III, are the two staff members whose duties serve the History program and the other CJHSS programs. Their duties include: Assistance with class scheduling, communication with Department Head, faculty, staff, other University personnel and the public; assistance with travel arrangements, supplies and other purchasing tasks, and assistance with provision of technological support to classroom instructors. Student workers and/or graduate assistants are available to supplement the staff.

D. Enrollment management

a. Recruiting practices

As in every program at Northwestern State University, faculty in History work diligently to recruit and thoroughly train undergraduates regardless of their majors. Several strategies are employed to enhance recruitment success. First, several of our majors already come in as entering freshmen, whom we generally succeed in retaining as history majors until they graduate. Second, a wide variety of undergraduates are exposed to at least one of the following introductory courses during their freshman year, as they are listed in the University Core Curriculum: History 1010 (Early World

Civilization), History 1020 (Modern World Civ.), History 2010 (Early U.S. History), and History 2020 (Modern U.S. History). These initial courses emphasize history's scope, variety, and utility as an intellectual enterprise. This exposure to history at the college level is often quite different from any history they may have had in high school and is therefore invaluable for recruitment. Faculty sometimes guest lecture in each other's courses to showcase the variety of history. Third, advising duties and other office visits with undergraduates afford opportunities to showcase the curriculum and pass along assembled recruitment materials that address common undergraduate uncertainties (consult the CJHSS web page at <https://www.nsula.edu/academics/arts-and-sciences/criminal-justice-history-and-social-sciences>).

Fourth, Social Science Education majors (320S) are required to take the four history surveys as well as HIST 3040, 3110, and 3 hours of advanced American and 3 hours of European/non-American History. In many cases these students choose to major in history and receive their teaching certificate through the College of Education's alternate certification program (Master of Arts in Teaching). Fifth, History faculty are consistent participants in University recruiting events and venues where the visibility of the program can enhance recruiting. Some of these are Junior and Senior Days, Literary Rally, and Region IV Social Studies Fair. History faculty have enhanced the History Program by giving guest lectures to Scholars' College courses and have worked with Scholars' College faculty on Senior Thesis committees. History faculty interact both formally and informally with students, potential students, and parents as they become familiar with Northwestern State University's many strengths as an institution. CJHSS programs all cooperate at these events, exhibiting in toto the vitality and opportunities characteristic of our chosen professions. When feasible, faculty have corresponded with interested parties following such events, mailed them information, and directed them to appropriate Web pages. Creating, updating, and disseminating these resources is an ongoing task: program faculty add to the existing stock of materials constantly. Potential majors can plan effectively based upon their possession of the course rotation, requirements, etc., even if they have not become aware of the program through the University Catalog. We also offer the following scholarship to talented students to give these majors some financial support:

John, Thelma, & Janet Kyser Scholarship
Dick S. Payne Scholarship
Police Jury Association of Louisiana Scholarship
Marion T. Loftin Scholarship - Social Sciences, History, & Criminal Justice
J. Maxwell Kelly Memorial Scholarship - Social Sciences, History, & Criminal Justice

Our chapter of Phi Alpha Theta, the History Honor Society, has also worked with local organizations and contributes public visibility to the Northwestern State University History Program. Finally, through networking with colleagues throughout the University, the program continually seeks students (such as those from Scholars' College) who appear interested in the major, or appear particularly intellectually inclined towards history, but have no definitive details in hand of the discipline. Faculty sometimes suggest a double major option or the Scholars' College joint major option, and such students are informed of the successes of past graduates.

b. Retention/Persistence Strategies

Through careful, detailed, hands-on advising practices, each History faculty strives to remain consistently aware of each major's specific progress through their major program. Faculty supplement the University Catalog materials on the curriculum with advising check sheets and keep advisees abreast of their current choices. Faculty audit majors every semester, coordinate efforts between faculty, and communicate expectations to the majors as clearly as possible. As students are not required to meet with their advisors, this effort is one way of forestalling typical student oversights: a common one, for instance, is for a student to belatedly learn of the requirement for a minor (this occurs more for transfer students than for others). Students can enroll and audit their progress through the Northwestern State University's *MyNSU*, but this does not replace the need for faculty oversight---its convenience does not always result in accurate foresight on the part of the student. A practice of consistent feedback on course assignments, particularly written assignments, also is carried out by History faculty in order to enhance retention. Student performance material is compiled into permanent form in order to accurately assess individual progress over time. Finally, the availability of the scholarships listed above as well as the existence of Phi Alpha Theta contribute to high levels of retention and completion. Program faculty create a sense of consistent personal concern and connection between student and faculty. Should a student need personal assistance or better study skills, tutoring, or other advice, he or she is directed to appropriate University resources.

c. Enrollment and Graduation Trends and Projections

In examining the data in **Form B (in Appendix B)**, a few observations about enrollment and graduation can be made for the 2010-2015 period that might allow projection. First, enrollment has been fairly consistent over time, not varying a great deal from year to year in any one direction. Secondly, vacillations in University enrollment are also reflected in the slight annual variations in this one major program. Steady enrollment is the norm for this program. Third, when a variation in graduation or enrollment occurs in one semester, a compensation appears to take place soon after: again, a steady pattern is the norm. As for measures of retention and completion, these are very encouraging. Once students become majors, even as entering freshman, attrition is minimal. Most, in short, remain History majors. Most encouraging of all: completion rates are high, and those completing the Major program also exhibit high quality (cumulative GPA). As will be seen in looking at student completer data those students who complete the major program also have met very good success beyond the University experience (as indicated by their occupations/professions). The occupations and professions listed in this data result from voluntary communications between graduates and History faculty. Satisfaction with the program also is high, as the Graduating Senior Survey (GSS) data clearly indicate. Demographic information on History majors also shows that History continues to offer ample opportunities for women as well as minorities.

E. Program Curriculum

Relationship to existing University mission:

NSU's mission states that it is committed to the "creation, dissemination, and acquisition of knowledge." The History program is an essential part of this goal. It introduces students to the major currents in local, regional, national, and world history, thus

reinforcing the university's objective. The university has a firm commitment to the economic, social, and cultural development of the state. The History program contributes directly to this effort in preparing students to better understand and deal with the varied issues which affect the economic, social, and political life of the state.

Degree Plan as presented in University Catalog (2015-2016):

History (261)

History Major Requirements: (42 semester hours) Students seeking a major in History must complete 42 semester hours within the 120 semester hour History curriculum, which include History 1010, 1020, 2010, 2020, 3990, and 24 semester hours of advanced American and European/non-American history courses, twelve of which must be in one field and twelve in the other. Students must also complete Social Studies 1030 (Social Sciences Seminar) UNIV 1000, and an approved minor.

History Minor Requirements: (21 semester hours) History 1010, 1020, 2010, 2020, and nine hours of advanced history.

Creole Studies Minor Requirements: (18 semester hours) History 3040; Anthropology 4050; English 4770 or 4873; Sociology 4080; 3 hours from Music 2000, Art 3600, Theatre 4260 or Dance 4500; 3 hours from Art 4030, History 4080, Anthropology 4060, or English 3850.

Curriculum for History (261)

First Year	Sem. Hrs.
English 1010, 1020	6
Geography 1010	3
History 1010, 1020.....	6
Mathematics ¹	6
Natural Science ¹	6
University Studies 1000	1
Social Studies 1030	<u>3</u>
Total: 31	

Second Year	Sem. Hrs.
Behavioral Science ¹	3
Elective ²	6
Foreign language ³	6
English 2110	3
History 2010, 2020.....	6
Natural Science ¹	<u>3</u>
Total: 27	

Third Year	Sem. Hrs.
Communication 1010	3
Electives ²	9
Fine Arts 1040.....	3
History 3990.....	3
History electives.....	<u>12</u>
Total: 30	

Fourth Year	Sem. Hrs.
Elective ²	20
History electives.....	<u>12</u>
Total: 32	

Total Semester Hours for Degree 120

Footnotes:

¹Must meet University core requirements.

²The electives must be chosen so as to complete a minor as defined by the department concerned.

³All six semester hours must be in the same foreign language – 1010, 1020.

a. Rationale for Required Courses:

The initial exposure to History for undergraduates is History 1010, Early World Civilization, which acquaints them with the major people, events, and ideas from the earliest period of written history up through the end of the Thirty Years War in 1648. Mostly, this course provides a broad scope regarding empire building as well as cultural and economic trends beginning in four areas where civilization first developed (Egypt, Mesopotamia, India, and China), the development and cultural contributions of Greece and Rome, the development and cultural contributions of ancient and medieval India and China, the development of Christianity and Islam, the development and cultural contributions of the Byzantines and their effect on the Russians, European feudalism and manorialism, the Age of Exploration, with the class culminating in the Renaissance and the Reformation.

This broad introduction is then followed by History 1020, Modern World Civilization, which acquaints undergraduates with the major people, events, and ideas from the Enlightenment on through contemporary times. Like History 1010, History 1020 also provides a broad scope. Beginning with the Enlightenment, students are exposed to the rise and fall of the Qing Dynasty in China, the Second Hundred Years War, including the French Revolution and the rise of Napoleon Bonaparte, imperialism and anti-imperialism, the unification of Germany and Italy and its ramifications, the causes and results of World Wars I and II, the causes and results of the Cold War, as well as the development of a global economy and its problems.

Following students' exposure to World Civilization, the required courses in the History program become much more specific. For example, the next two required survey classes, History 2010 and History 2020, are concerned with the History of the United States. While History 2010 covers the major people, events, and ideas from the pre-Columbian era through the end of the Civil War, History 2020 covers the major people, events, and ideas from the Reconstruction era through contemporary times. Beginning with the Age of Exploration, students in History 2010 are exposed to early colonial relations with the Native Americans, as well as with the French and Spanish; the colonial wars culminating in the French and Indian War and the American Revolution; the Articles of Confederation and the writing of the U.S. Constitution; Federalism and Republicanism in the Early Republic; the War of 1812, the Jacksonian Era, reform movements, and "Manifest Destiny;" sectionalism and the development of a national economy; the Mexican War and its results; the institution of slavery and the causes and results of the Civil War.

This initial exposure to American history is then followed by History 2020, which continues where History 2010 leaves off. Beginning with Reconstruction, students in History 2020 are exposed to the development of the American West and the rise of the business economy; the development of the United States as a burgeoning world power; the origins and the significance of the Progressive movement; American involvement in World War I and the Paris Peace Conference; causes of the Great Depression and significance of the New Deal; American involvement in World War II and the causes of the Cold War; the development and significance of the Civil Rights Movement and race relations; American involvement in world affairs, specifically wars in Korea and Vietnam; the rise of American conservatism and the end of the Cold War and its ramifications.

History undergraduates are also required to take History 3990, Historical Methods. This course exposes students to historical research and writing, thesis development and argumentation, library research skills, analysis of primary and secondary sources, writing book reviews, as well as proper means of documentation. Students are required to write a fifteen-page research paper on a topic of their choice (with instructor guidance) that exemplifies each of the skills developed in this course.

History undergraduates are also required to take Social Studies 1030, Social Sciences Seminar, that prepares students for reading historical texts, writing historical arguments, and critical thinking skills.

b. Rationale for Course Sequence:

As noted above, the broad introduction to History begins with the first course, History 1010 (which is designed for all undergraduates, as it is a Core course). This is also true for History 1020, History 2010, and History 2020, each of which may be taken to satisfy Core requirements. There is, though, no particular order through which History undergraduates must take these introductory courses. Nonetheless, it is expected that by their junior year that they would have taken the introductory World Civilization and U.S. History courses, advanced to take History 3990, and begin taking advanced History courses.

c. Uniqueness, Strengths, and/or weaknesses of Program:

The History program provides many "standard" (i.e., widely accepted) topical and period courses at the advanced (3000-4000) level. These courses (e.g., History of Louisiana, Ancient History, History of Modern China, Europe 1870-1918, Revolutionary America, Modern Germany, U.S. 1919-1945) supplement students' advanced knowledge of historical material, and also introduce students to higher levels of historical and historiographic knowledge, research, insight, and analysis. This would place the history program essentially on par with the other undergraduate programs offered at Louisiana's regional universities. One major weakness, however, especially compared with Louisiana Tech and UL Lafayette, e.g, is that, as of 2002, NSU no longer offers a Masters' Program in history.

d. Assessment of Program:

The history program's Expected Learning Outcomes (ELOs) and the means by which they are assessed are discussed below. Additionally, we have recently established an Advisory Council for the program, which consists of faculty and alumni and addresses the program may best serve the needs of the community.

F: Degree Program Expected Learning Outcomes

As of AY 2014-15, the Degree Program Expected Learning Outcomes (ELOs) for the History program are:

1. Gain and demonstrate knowledge of major historical issues and their impact upon the nation and world.
2. Gain and demonstrate understanding of the complexities of historical development and resulting historical interpretations.
3. Demonstrate how to distinguish between historical knowledge and historical understanding.
4. Acquire an extensive historical bibliography.
5. Be able to select and apply appropriate methods and analytical skills.
6. Gain and demonstrate effective communication skills.

G: Courses and Descriptions

Course Number	Course Name	Course Description	Modes and Locations of Delivery	Semesters Offered	Last Semester Offered
HIST 1010	Early World Civilization	See Catalog	Internet Natchitoches Leesville Alexandria Marksville	FA, SP, SU	Fall 2015
HIST 1020	Modern World Civilization	See Catalog	Internet Natchitoches Leesville Alexandria Marksville	FA, SP, SU	Fall 2015
HIST 2010	History of the United States to 1865	See Catalog	Internet Natchitoches Leesville Alexandria Marksville	FA, SP, SU	Fall 2015
HIST 2020	History of the United States since 1865	See Catalog	Internet Natchitoches Leesville Alexandria Marksville	FA, SP, SU	Fall 2015
HIST 3990	Historical Methods	See Catalog	Internet Natchitoches	FA, SP	Fall 2015
HIST 3040	History of Louisiana	See Catalog	Natchitoches	FA, SP	Fall 2015
HIST 3400	The Civil War, 1861-1865	See Catalog	Natchitoches	SU	Summer 2015

HIST 3070	The Contemporary South	See Catalog	Natchitoches	FA	Fall 2015
HIST 3090	Ancient History	See Catalog	Internet Natchitoches	FA	Fall 2015
HIST 3100	Medieval History	See Catalog	Internet Natchitoches	SP	Spring 2015
HIST 3110	Renaissance and Reformation	See Catalog	Internet Natchitoches	FA	Fall 2015
HIST 3120	Europe 1648-1789	See Catalog	Natchitoches	SP	Spring 2014
HIST 3140	The American West	See Catalog	Internet Natchitoches	FA	Fall 2014
HIST 3220	Modern France	See Catalog	Internet Natchitoches	SP	Spring 2015

HIST 3240	Military History of the US	See Catalog	Natchitoches	SP	Spring 2015
HIST 3250	The French Revolution and Napoleon	See Catalog	Natchitoches	FA	Fall 2014
HIST 3300	Women in the Modern World	See Catalog	Leesville	SP	Spring 2013
HIST 4010	History of Modern China	See Catalog	Natchitoches	SP	Spring 2014
HIST 4070	Slavery in the Americas	See Catalog	Internet Natchitoches	FA	Fall 2015
HIST 4110	History of Modern Japan	See Catalog	Natchitoches	SP	Spring 2015
HIST 4120	History of American Foreign Relations	See Catalog	Natchitoches	FA	Fall 2014
HIST 4140	Ancient Greece	See Catalog	Natchitoches	SP	Spring 2013

HIST 4150	Roman Republic and Empire	See Catalog	Natchitoches	SP	Spring 2014
HIST 4310	Colonial America (1492-1754)	See Catalog	Natchitoches	SP	Spring 2014
HIST 4320	Revolutionary America	See Catalog	Natchitoches	FA	Fall 2014
HIST 4330	The Early American Republic (1783-1836)	See Catalog	Natchitoches	SP	Spring 2015
HIST 4340	American Expansion and Sectional Conflict (1837-1865)	See Catalog	Natchitoches	FA	Fall 2015
HIST 4440	Modern Germany	See Catalog	Natchitoches	SP	Spring 2011
HIST 4450	US since 1945	See Catalog	Natchitoches	FA, SP	Fall 2014
HIST 4470	Europe since 1945	See Catalog	Natchitoches	FA	Fall 2013

HIST 4980	Special Topics in History	See Catalog	Natchitoches Internet	FA, SP	Spring 2014
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HIST 4080 (Special Problems in American History) and HIST 4090 (Special Problems in European History) are offered infrequently as independent studies based on individual student needs.

H. SCH Production

Drawing upon **Data Reporting Form C (in Appendix B)**, SCH production by History faculty can be examined from Fall 2010 through Fall 2014. In Fall 2014, the total SCHs were 4617. Five Full-time Professors, Three Full-time Associate Professors, and one Full-time Instructor account for a total of 3627 SCHs, while Part-time/Adjunct/Staff account for a total of 357 SCHs. Finally, High School/Dual Enrollment account for 633 SCHs. Therefore, Full-time faculty account for 78.56 percent of all SCHs in Fall 2014. This is a only a slight increase from Fall 2010, when Full-time faculty produced 75.09 percent of all SCHs. In Fall 2014, 39 distance learning sections of History courses were taught, of which included 18 Internet sections, 11 high school sections, and 10 compressed video sections. In Fall 2010, 17 Internet sections were offered, 9 High School sections and only one compressed video section. Over the past five years, technology upgrades in three of our classrooms have significantly increased the number of compressed video sections. Total SCH production by the History Program has remained fairly steady over the past five AYs. The low was Fall 2103 at 4347, while the high-point of the five-year period was Fall 2011 at 5358. Finally, student to faculty ratios (majors) have overall increased in the past five years, from 7:1 in Fall 2010 to 9:1 in Fall 2014 after peaking at 10:1 in Fall 2012. Student to faculty ratios that include all students enrolled in history courses have decreased from 150:1 in Fall 2014 to 128:1 in Fall 2014, after having reached a low of 100:1 in Fall 2013.

III. Overview

The history program's most recent self-study was completed and submitted in March 2010. However, no external review was conducted due to severe budget cuts that were subsequently implemented later that year.

IV. Core Items SWOT Analysis

A. Students

a. Demographics and Comparisons:

Consulting the demographic information on students in **Data Form D (in Appendix B)** provides support for the conclusion that, in most respects, History majors are "typical" Northwestern State University students. Specifically, they reflect the regional population of the state of Louisiana that applies for college educational opportunities, and most are specifically from the Northwest Louisiana parishes. **Data Reporting Form B (in Appendix B)** reveals that applicants to the History Program for the Fall 2014 academic year included 12 from North Louisiana, 8 from Central Louisiana, and 10 from South Louisiana. Out-of-state and out-of-country applicants totaled 6. Those students who were admitted and enrolled were primarily geographically local, although several came from other areas: 10 from Northwest Louisiana, 11 from Central Louisiana, 8 from South Louisiana, and 7 from out of state/country. The population of students in this program is in frequently found distributions of gender, race, and age.

Specific figures for Fall 2014, the most recent data compiled in Demographic Comparison for History on **Data Form D** bear out these demographic observations. (Some totals will be less than 100% due to option not to disclose) Regarding gender, 69.6% were male and 35.4% female; University-wide, 69.1% of students are female and 30.9% male. Race was reported for

History as White, 69.6%, Black, 16.4%, Other, 8.9%; University-wide, White 59.3%, Black 26.5%, 9.5% Other. History thus shows about 10% higher enrollment of White students than the University as a whole as well as an inversion of the University gender ratio. In the time period of this self study, the most significant shift in these demographics seems to be the increase among African American history majors. A telling figure in Enrollment Information for History (also in **Form B**) is the Persistence Information (Primary Major) measure. For History, the figure is high and almost always remains high, regardless of the year examined. This is a positive indication of the fit of the program and its demands to the student: in most years, at least 90% or more of students tend to complete the major program once they have started.

b. Advising Practices (see SWOT)

History faculty personally conduct advising with undergraduates throughout each semester, employing the Degree Works system that summarizes student information in great detail. Although students may sometimes overlook the necessity for informed, updated auditing of their progress, faculty track their progress regardless of whether or not they seek advising input. In these confidential advising sessions, every question a student might pose is answered fully for them, their options described, their plans discussed. Faculty are cognizant of the value of foresight in this process, and strive to anticipate coming choices for each student. Using the conveniences of checklists, webpage resources, and knowledge of specific course offerings, faculty offer expertise with the program, the profession, and the University to each major. As noted elsewhere, this mode of advising contributes to a high retention level.

c. Assessment System (see SWOT)

Degree Works is the main source of data employed by the program to track student performance course by course, semester by semester, for advising and auditing purposes. The success of this model is reflected in History Completers Data in **Form B**, which shows high completion rates from 2010-2015. Tracking the student grades in required and elective history courses helps ascertain and document a student's particular strengths, weaknesses, and progress over time. The history program ELOs (see above) are best assessed in History 3990, which is required for all majors, addresses all 6 outcomes, and is usually taken in the senior year as students are completing the program.

d. Academic Support for Students needing Remediation

As indicated in the SWOT analyses, the program offers no remedial courses. However, the faculty direct students with particular learning difficulties or needs to the Student Support Services Office, which arranges personally tailored tutoring and study skills resources as well as assistance with students with disabilities. The History program provides Student Support Services with study materials for History courses upon request to facilitate individual tutoring.

e. Financial Support/Scholarships (see SWOT):

A substantial percentage of majors receive financial aid in some form (see Data Form D), and many are employed during their enrollment. The History majors population reflects the larger Northwestern State University student population in amount and types of financial aid and employment levels. Data Reporting Form D shows that History majors received financial aid in the form of 50 loans and 83 non-loans (e.g., grants, scholarships) in Fall 2013. Similar data from previous years illustrates a steady pattern of student financial aid with only minor fluctuations during the five-year time period 2009-2013. There are currently three scholarships (see below) that are reserved for history majors and two others for which history majors are eligible (along with Criminal Justice and Social Sciences). Specific information regarding these scholarships can be found at the CJHSS website <http://criminaljustice.nsula.edu/scholarships/>, and the scholarship application form can be found at <http://criminaljustice.nsula.edu/assets/Uploads/Forms/CJHSS-Scholarship-App-2015.pdf>. No

undergraduates may obtain research assistantships or teaching assistantships through CJHSS programs at this time.

f. Student Contributions/Awards/Achievements:

The program recognizes student achievements with scholarships, certificates, and membership in the international History honor society Phi Alpha Theta. Eligibility for Phi Alpha Theta requires a minimum 3.1 GPA in history, 3.0 overall GPA, and at least 12 semester hours of history courses, 3 of which can come from online, AP, or transfer. Membership in Phi Alpha Theta is open to any NSU undergraduate student who meets the above criteria, and therefore is not limited to history majors.

Three Scholarships in History are awarded on a basis of earned GPA and class standing and are a mainstay in the program now. These scholarships are the Kyser Endowed Scholarship, Dick Payne Scholarship, and the Police Jury Association Scholarship (consult the websites indicated on the previous page for detailed information about these scholarships and their application forms). These scholarships have advanced recruitment and retention and serve to highlight and reward our students of excellence as they progress through the program. History majors are also eligible (along with Criminal Justice and Social Sciences majors) for the Marion T. Loftin Scholarship and the J. Maxwell Kelly Memorial Scholarship.

g. Satisfaction with Program (see SWOT):

As indicated in the Graduating Student Survey, the satisfaction levels for the program and faculty reported are very high, and high on multiple dimensions of the program. Specific questions used in this instrument are included in this self-study. Results are discussed immediately on the page following the SWOT forms.

Core Item I Students	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
<p>Advising practices.</p>	<p>High faculty commitment to advising.</p> <p>Faculty knowledge of program aids accurate, personal advising.</p> <p>Ongoing advising throughout academic calendar.</p> <p>Organized advising procedures and systematic approach over student undergraduate career.</p> <p>Program requirements disseminated through all available channels of communication.</p>	<p>Occasional Errors and inconsistencies in DegreeWorks and NSU Connect hinders some aspects of advising process.</p> <p>Student role in seeking advising is voluntary rather than mandatory.</p> <p>Transfer students must learn value of advising late in undergraduate career.</p> <p>Time lag between curriculum revisions and dissemination of information.</p>	<p>Northwestern State University has begun sending reports to advisors of their advisees' academic progress during the semester, facilitating intervention</p>	

Core Item I Students	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
<p>Assessment system – In what ways do you assess student performance?</p>	<p>Existence of DegreeWorks to manage student data.</p> <p>DegreeWorks accessible to all program faculty: program faculty collaborate.</p> <p>Program collects all performance data.</p> <p>Tracking of majors' progress throughout undergraduate career.</p>	<p>No nationally normed assessment instrument to measure graduates in relation to national cohort</p> <p>No mandatory mechanism for tracking graduates: voluntary contacts initiated by students.</p> <p>No employer survey to date.</p> <p>Noncompleters do not communicate their reasons for noncompletion.</p>	<p>University could implement a nationally normed assessment system (e.g., exit exam)</p> <p>Availability of skilled graduates to prospective employers and graduate programs could be more effectively communicated.</p> <p>University could introduce some mechanism to survey noncompleters for their reasons for noncompletion upon either changing majors or not enrolling in University the next semester (short prepaid postcard survey? –funding? Grades? Change of interest? Change of university? Relocation from area? Other _____?)</p>	<p>Lack of local employers specifically recognizing value of program graduates as employees.</p>

Core Item I Students	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
<p>Academic support for students needing remediation.</p>	<p>Personal attention by History faculty to individual student needs enhanced by low faculty/student ratio.</p> <p>History faculty possess expertise in skills applicable to the field: able to tailor improvement efforts to student and field of study.</p> <p>Students become increasingly aware of History faculty expectations as students progress through curriculum.</p>	<p>Program lacks specific remedial courses and remedial tutoring resources.</p> <p>Student Support Services provides no program-specific tutoring personnel. THIS IS NOT INTERNAL, BUT NO OTHER OBVIOUS PLACE TO MENTION IT.</p> <p>Students may feel self-conscious volunteering knowledge of their deficiencies to their professors.</p>	<p>Students rely on Student Support Services for individualized tutor/student tasks.</p> <p>Student work-study position could be designated in Student Support Services to specifically aid program majors.</p> <p>Writing Center in Languages and Communication offers individual help editing written assignments.</p>	<p>Security of funding for remedial instruction.</p>

Core Item I Students	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
Financial Support	<p>Availability of Kyser, Payne, and Police Jury Scholarships exclusively to History majors beginning in freshman year</p> <p>Scholarships can be awarded on a continuing basis.</p> <p>Availability of array of financial aid options (grants, loans, TOPS program).</p>	<p>Combining employment and undergraduate enrollment difficult for some students (particularly non-traditional students).</p> <p>Lack of financial support options may result in non-completion of program.</p> <p>Students must individually seek most financial support.</p>	<p>Available traditional financial aid options continue.</p> <p>University actively pursue endowments and other contributions to financial support of undergraduates.</p> <p>Internet delivery allows some flexibility in coordinating employment and enrollment.</p>	<p>Rising cost of higher education nationwide.</p> <p>Failure of feudal, state, and local programs to remain solvent in an uncertain economy.</p> <p>Scholarships dependent on market forces.</p>

Core Item I Students	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
<p>Satisfaction with program.</p>	<p>Reported satisfaction with program is high or above average in major areas measured by Graduating Student Survey</p> <p>History majors report high levels of satisfaction with acquiring critical thinking skills, writing abilities, appreciating diversity, and fulfilling citizenship responsibilities.</p> <p>Program quality rated Above Average as measured by Graduating Student Survey.</p>	<p>Surveys almost exclusively measure satisfaction upon completion rather than during the program (except Student Evaluation of Instruction).</p> <p>Small respondent population results in difficult analysis of results.</p>	<p>Addition survey opportunities might be developed to measure student satisfaction earlier in undergraduate career.</p> <p>Role of Institutional Research in disseminating results could be enhanced.</p>	

B. Student Occupations/Opportunities

a. Graduating Student Survey:

The graduating student survey (GSS) data (in **Appendix C**) lends a documented view of the student educational experience. The survey includes data from Fall 2011 through Spring 2015, and the total number of History graduate respondents (N=23) indicates clear findings on the questions of import to the self-study. All respondents generally indicate “satisfied” or “very satisfied” on all questions most relevant to the program. Here are a few examples: Respondents felt they had particularly learned critical thinking skills and most felt they had gained greatly in their feelings of personal independence by completing their History program. Students also rated gains in learning effective writing as above average. Most respondents rated their acquisition of increased knowledge in their field of study as one of their chief accomplishments, as one might expect after completing a Bachelor's degree. Also noteworthy was that our respondents indicated that the history program helped them fulfill citizenship responsibilities and acquire greater awareness of cultural diversity. In sum, students indicate they feel they experienced a challenging curriculum, acquired useful and valuable skills, and expressed confidence in their preparation to compete in the occupations/programs they were anticipating entering.

b. Alumni Information/Survey:

The Office of Institutional Research does not currently have a process to collect alumni information. However, many of our graduates choose to pursue graduate education, and History faculty letters of recommendation to graduate programs have almost always resulted in successful admission.

c. Job Placement/Counseling:

Faculty direct majors to the Northwestern State University Career Planning and Placement Center on campus for help with preparing resumes, seeking positions in various occupations, etc. The program is not otherwise staffed to provide such services. Center personnel assist with such tasks on a daily basis and direct students to useful (particularly government) publications and other information.

d. Internships/Special Projects:

The History Program currently does not offer internships.

e. Further Study/Subsequent Degrees:

Northwestern State University has no History graduate program, but faculty extensively consult with majors about graduate programs elsewhere. Faculty routinely write letters of recommendation for those pursuing graduate study.

f. Employer Survey:

The History program has no employer survey data at this time.

g. Workforce Information:

The program has no data assembled along these lines at the present time, but refers students to the American Historical Association website, where such information is discussed at the national level of analysis. Other materials faculty direct students to are located in the library or available through the Career Planning and Placement Center office.

C. Resources

a. Equipment (see SWOT):

A significant influx of equipment now augments classroom instruction. Most has been obtained through internal grants. The history classrooms in Kyser Hall (303, 305, 307, 309) are now smart classrooms (with CPUs and projectors) that allow instructors to employ PowerPoint presentations, internet access, and DVDs in their f2f classes. Additionally, Rooms 303 and 309 are also equipped for Compressed Video (CV) that broadcast to NSU sites at the Leesville campus, Barksdale AFB, Marksville and CENLA campus in Alexandria. CVclasses also record the professors' lectures, which can be permanently stored on NSUs Video Integrated Content (VIC). This technology, as well as the latest version of Moodle, allows faculty to improve the quality of their delivery of content in their online classes.

b. Facilities (see SWOT):

No significant new facilities or resources were obtained since 2010 that were unique to the History Program. The deteriorating condition of Kyser Hall has been recognized by the administration and the building is undergoing continuing renovation. Room 206 is now a computer lab that history faculty are now able to use in some of their classes when needed. Space for new faculty offices is nonexistent. Room 343A has once again been returned as a departmental faculty lounge. Facility deficits are often encountered by faculty, such as poor office furnishings and vacillating heating and cooling extremes. The building has reached its limit as a viable working environment. Renovation plans are in place for Kyser Hall, so in the long term most of these conditions will be remedied.

c. Library Holdings (see SWOT):

A complete list of History resources available through Watson Library can be found at <http://library.nsula.edu/history>. A significant improvement in library databases has occurred that now enable faculty and students to obtain all the significant journal material for the discipline in a timely manner. Through JSTOR, the online journal service, Watson Library has access to almost all major historical journals. However, the library's budget is unpredictable from one year to another, so a continuing problem of text acquisitions remains. In short, journals are plentiful, which enables current research to be utilized, but authoritative works in book form have been difficult to obtain over the last few years due to budget cuts. Other disciplines face the same situation, and would concur that library budgeting for acquisitions is a priority.

d. Student Support Services (see SWOT):

The Career Planning and Placement Center has assisted with helping students prepare for utilizing their education outside the University. An additional resource is the Student Support Services office. Students needing help with study skills, test-taking strategies, or work habits that benefit the college educational experience are directed to this office, as are students with disabilities. History faculty work closely with these personnel in spotting any developing problems that individual students exhibit and seek their advice and resources.

e. Student Organizations (see SWOT):

The major organization for history students is the History Honor Society, Phi Alpha Theta. Students with a 3.1 GPA or above in history and have also completed at least 12 semester hours in history are eligible for membership. Members of Phi Alpha Theta may organize travel to professional meetings and seek funding from the national organization. Lifetime membership is granted upon initiation. Northwestern State University is the Pi Chapter of Phi Alpha Theta, among the oldest in the nation (since 1934). Dr. Pellegrin is the faculty sponsor.

Core Item 3 Resources	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
Equipment	<p>Rooms 303, 305, 307, 309 Kyser are wired with Internet access, computers, projectors, and other Audio/Visual (A/V) equipment.</p> <p>Wireless access in Kyser Hall.</p> <p>303 and 309 are compressed video classrooms that can record lectures.</p> <p>All faculty have desktop computers with full complement of software.</p>	<p>All equipment is shared within CHJSS</p> <p>Faculty do not have administrative rights and are thus unable to do anything beyond use software.</p>	<p>Work to expand privileges to update and download software.</p>	<p>Inability for further upgrades due to ongoing budget uncertainties.</p>

Core Item 3 Resources	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
Facilities	<p>Each faculty member has an office.</p> <p>Classrooms are available for all classes.</p> <p>Computer lab in Room 206</p> <p>Faculty lounge (Room 343 A)</p>	<p>Offices are small and inadequate for advising and meeting with students.</p> <p>Kyser Hall is in generally poor condition and in need of renovation.</p> <p>Kyser Hall is not laid out well, and there is much wasted space.</p> <p>Problems with the HVAC system make classrooms either too hot or too cold most of the time.</p> <p>There is no place to expand current offices or store surplus materials.</p>	<p>Kyser Hall's central location on campus means that any improvement to its facilities will benefit faculty and students across disciplines.</p>	<p>Renovations to Kyser Hall are totally dependent on state funding.</p> <p>The building has been scheduled for renovations, which have been frequently deferred.</p>

Core Item 3 Resources	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
<p>Library Holdings</p>	<p>Good variety of journals available, in both print and online formats.</p> <p>Electronic access to library very good.</p> <p>Interlibrary Loan is very good.</p> <p>Library belongs to LOUIS Consortium.</p> <p>Strong working relationship between History faculty and Cammie Henry Research Center in Watson Library.</p> <p>Large number of monographs in U.S. Diplomatic/Military history and Modern Chinese/Japanese history recently added to collection.</p>	<p>Limited space available.</p> <p>Limited number of bound monographs acquired each year.</p> <p>Budget limitations of Watson Library.</p>	<p>Acquisitions can be gradually supplemented.</p>	<p>Limitations of library budget result in inconsistent funding.</p>

Core Item 3 Resources	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
<p>Student Support Services (Writing Lab, Math Lab, Tutoring, etc.)</p>	<p>Writing Lab administered by Language & Communication Department, located on same floor in Kyser Hall as Social Sciences.</p> <p>Tutoring is available on 2nd floor of Kyser Hall, in Watson Library, and in the WRAC.</p> <p>Disability Services is located on 1st floor of Student Union</p> <p>Student Counseling Center has a variety of programs including mock job interviews, resume software, personality profile software, and job search capabilities.</p>	<p>No tutor for History in particular.</p> <p>Writing Lab lacks expertise in writing styles other than MLA.</p> <p>Student Support Services does not have a tutor designated specifically for history, but does hire tutors for a variety of subjects including history.</p>		

Core Item 3 Resources	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
<p>Student Organizations</p>	<p>The University has a variety of Student Organizations including Greek Life and Student Government Association.</p> <p>Phi Alpha Theta (Pi Chapter) History Honor Society has been active on campus since 1934.</p> <p>Students are offered opportunities to join Phi Alpha Theta provided they meet the minimum requirements.</p>	<p>Many students work off campus and have very little time outside their busy schedules to devote to Phi Alpha Theta.</p> <p>Membership turnover is constant.</p> <p>Teaching and administrative workloads make it difficult for faculty members to promote engagement with student members.</p> <p>Pi Chapter is no longer a Recognized Student Organization (RSO)</p> <p>No history club that would be inclusive for all majors</p>	<p>Members have opportunities to present research at Regional Phi Alpha Theta Meeting held every March.</p> <p>Phi Alpha Theta (Pi Chapter) members have opportunities to apply for travel grants from Student Government Association to help defer costs to attend and present research at conferences.</p>	

D. Collaborations/Relationships (see SWOTs)

a. Internal academic units:

The History program collaborates fairly extensively with the College of Education in two important ways. First, the Social Sciences concentration in the secondary education curriculum (320S) requires their students to take all four World/US history survey courses (1010, 1020, 2010, 2020) Hist 3110 and 3040, as well as 3 hours of upper-division (3000 and 4000) US history and 3 hours of upper-division European/non-American history electives. Second, some of our graduates choose the option of alternate certification and thereby receive a Master of Arts in Teaching from the College of Education.

History has forged a successful collaboration with Scholars' College that has growth potential, in the (858) Scholars' College Joint Major program. Indeed, some of their best students have appeared in History courses and benefited tremendously from following their interests to the program. Several of our faculty have over the years served on Scholars' student's thesis committees. Finally, our faculty frequently guest lecture in history classes offered at the Scholars' College.

Our program also collaborates with the university's ROTC program, for all cadets are required to take HIST 3240 (Military History of the US), which is taught by Dr. Pellegrin, who also chairs the University Military Affairs Committee.

b. Internal nonacademic units:

The only nonacademic unit the program has collaborated with is Watson Library, whose staff have provided resources for and assistance to students in HIST 3990, required of all majors.

c. External to the University:

The history program is an active collaborator in NSU's dual enrollment program, and our faculty have, via compressed video, included students from Red River, De Soto, and Sabine parishes in HIST 2010 and 2020. Dual enrollment students have also enrolled in f2f and online sections of HIST 1010, 1020, 2010, and 2020. The history faculty are also active in the annual Region IV Social Studies Fair, and have served as directors as well as judges.

d. Administrative Support:

As a program in the Department of Criminal Justice, History, and Social Sciences, the program has relied almost exclusively upon Department Head to seek out resources for the program. The program has not gone elsewhere for such support because the individuals in those positions have been reliable and cognizant of the program's needs. Over the last five years, however, severe budget cuts have limited the ability to seek out resources at any level. The program's relationship to the Administration has been a satisfactory and businesslike one. In recent years communication has improved between the Department Head, top-level Administration, and faculty. Since we have begun using Degree Works for student audits and advising, the Registrar's Office staff has proven responsible, efficient, and capable when consulted.

Core Item 4 Collaborations/ Relationships	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
Internal Academic Units	<p>Collaboration with College of Education</p> <p>Collaboration with Scholars' College through course offerings, guest lectures</p> <p>Collaboration with Scholars' College on Thesis Committees</p> <p>Collaboration with University ROTC</p>	Course responsibilities and committee responsibilities hinder the ability of faculty to conduct research, remain current in the discipline, and limit their ability to teach more history sections.	<p>Multi-disciplinary course development</p> <p>Increase enrollment of non-majors in upper-level courses through increased exposure</p>	<p>Uncertainty regarding University enrollments</p> <p>Significant budget cuts</p>

Core Item 4 Collaborations / Relationships	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
Internal Non-Academic	Partnership with Watson Library		More Cooperation with Student Support Services	

Core Item 4 Collaborations / Relationships	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
External to the University	Collaboration with parish high schools Participation in Region IV Social Studies Fair			

E. Financial Information (see SWOTs)

a. University Support:

The History Program is part of the Department of CJHSS, and therefore most financial support is distributed to the Department rather than the Program per se. The same is true of the History Program, Criminal Justice Program, etc. Therefore, salary costs, operating expenses, and capital expenses are best understood when prorated based upon the number of Full-time faculty in CJHSS. A greater level of specificity is not possible given this organizational frame of reference.

b. Salary Costs:

Salary costs for the History Program can be determined by data in Data Reporting Form F (**in Appendix B**). Among the History Program Full-time Faculty are one Instructor, three Associate Professors, and three Full Professors. However, the data spanning 2010-2014 reflects a slightly different distribution in that our instructor was only hired in Spring 2015 and one Associate Professor reflected in the data passed away last spring (2015). In Fall 2014, the average salary for Associate Professor was \$49,731; the same as Fall 2010. The average salary for Full Professor (reflecting only one person) was \$62,687 for Fall 2014. As of Fall 2012, we have had no Assistant Professors. Any fluctuations in Associate and Full Professor salaries from 2010-2014 reflect promotions, as these salaries have essentially remained frozen during these years due to drastic state budget cuts to higher education. This has caused salaries to once again to fall behind the regional average after reaching near parity by 2009.

c. Operating Expenses

Travel expenses, supply expenditures, and miscellaneous operating costs in Data Reporting Form F illustrate the very efficient manner in which the CJHSS has attempted to equitably distribute the demands made upon a small budget. From 2010 to the present, the department has had a \$2,500 budget for supplies. Budget cuts to higher education have eliminated steady funds for travel and operating costs. In practice, the History Program faculty and other School of Social Sciences program faculty have realized few opportunities for funded travel to conferences and for research unless funds were forthcoming from other sources (e.g., grants or fellowships). This deficit was managed as well as it could be: Program faculty travel routinely resulted in some partial rather than full reimbursement in order to stretch travel opportunities as far as possible. Additional travel funding could boost faculty productivity for all program faculty.

d. Capital Expenses

Capital expenses are not itemized as a separate budget item on Data Reporting Form F, in which there is currently no data. Kyser Hall facilities (offices, classrooms, other physical facilities) are currently undergoing renovation, but this draws upon parts of the University budget that are not program-specific. As one Program of several in CJHSS, any capital outlay that benefits the department benefits History, though History has no real input into budget decisions.

e. Endowed Chairs

The history program does not have an Endowed Chair at this time. In fact, due to the administrative organization of the College of Liberal Arts into both Schools and Departments, it is unclear precisely which academic programs could be served by such an endowment. The History program is currently unlikely to become a candidate for such an endowment, although all opportunities will be vigorously pursued when they do arise.

f. Endowed Professorships

The Clyde Bostick Endowed Professorship in Social Studies is the sole endowed Professorship available for History faculty. This annual award provides funding for one Full-time faculty member to engage in research and/or travel in their content areas. Depending on the unstable budget, faculty can be awarded between \$2,000 - \$4,000.00 following the application process.

The award is competitive, and has been awarded several times in the last five years. All of our faculty are cognizant of the endowment.

g. External Grants

Grants for classroom equipment or other assets that enhance undergraduate education can be pursued in the University of Louisiana system. At the current time, however, no grants support the Program, and therefore no financial data is available on Data Reporting Form F.

h. Other External Funds

External funding is not currently supporting the goals of the History Program. However, as with grants, efforts to find such funding continue among Program faculty. The role of Northwestern State University's Research and Sponsored Programs Office in communicating the availability of both grants and other funding opportunities is an important asset that Program faculty are familiar with.

i. Professional Development Expense

History Program faculty, along with their departmental colleagues, seek out and avail themselves of opportunities to participate in workshops, colloquia, and seminars that enhance their professional development. The limited travel budget discussed above is used in support of such efforts when possible. No specific budget item is included for this purpose in Data Reporting Form F.

Core Item 5 Financial Information	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
<p>University Funded Support (Data Reporting Form F)</p> <p>Salary Costs</p> <p>Operating Expenses</p> <p>Capital Expenses</p>	<p>Small expenses manageable</p> <p>Faculty cooperate with budget concerns</p>	<p>Salaries stagnated from 2010-2014, losing parity with similar institutions in our region</p> <p>Potential for inability to attract highest quality faculty.</p> <p>Travel budget insufficient, unpredictable</p> <p>No specific program input into budgetary decisions</p>	<p>Within the CJHSS Dept., colleagues inform each other of opportunities and strategies for seeking funding.</p>	<p>Uncertain regional and national economic conditions.</p> <p>Significant reductions of state funding</p>

Core Item 5 Financial Information	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
<p>Endowed Professorships</p>	<p>Clyde Bostick Endowed Professorship in Social Sciences</p> <p>Annual Competition</p> <p>Approximately \$2,000-\$4,000</p> <p>Supports faculty productivity specifically for History faculty</p>	<p>Somewhat unpredictable funding of past awards</p> <p>Only one available at present</p>		<p>Significant reductions in state funding</p>

Core Item 5 Financial Information	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
<p>External Grants</p> <p>Other External Funds</p>	<p>A small grant could support research of individual or collaborating faculty</p> <p>Funds to travel or cover one or two research related expenses may expedite larger project</p>		<p>Constant appearance of new public concerns in U.S. (e.g., economy, terrorism, involvement in global conflicts) lead to emphasis on research: troubling times pressure leaders to turn to research for answers.</p> <p>Use of computer information systems enables new forms of research</p>	<p>Traditional low level of funding for disciplines in the social sciences</p>

Core Item 5 Financial Information	Strengths (Internal)	Weaknesses (Internal)	Opportunities (External)	Threats (External)
Professional Development expenses	Possible funding of some opportunities particularly local workshops, seminars, colloquia	<p>Not specifically budgeted</p> <p>Decisions to fund opportunities handled on a case by case basis</p> <p>Larger programs might have a better chance at receiving funding</p>	<p>Grants may include travel and other related expenses</p> <p>Opportunities to interact with larger professional community in discipline, share research results, advance discipline.</p> <p>Opportunity to develop expertise in additional areas: expertise might contribute to University curriculum</p>	<p>Expenses viewed as unnecessary</p> <p>Significant reductions in state funding</p> <p>Travel or other barriers to participation</p>

IV. Future Plans

1. New Programs:

New programs are not planned at this time. The changes described below summarize planned or ongoing changes that have been extensively reviewed and agreed upon by the History faculty and the CJHSS Department. These are changes that are proposed with existing resources and personnel in place.

2. Deleted or Changed Programs:

As of Fall 2016, the BA in history will be offered as an online degree.

3. New Courses:

HIST 4450, the United States since 1945, has been divided into two new courses in order to more effectively cover this period. HIST 4450 itself has been changed to the United States 1945-1968, and a new course, HIST 4500, will cover the United States since 1968 and will be taught for the first time in Fall 2016. Dr. Kent Hare is also in the process of reviving HIST 3010, Biblical History, which will be taught in Fall 2016 (the first time in at least 15 years). Finally, all faculty will be developing more online sections of upper-division classes so that students can earn a history degree completely online within a 4-6 year period beginning in Fall 2016.

4. Deleted or Changed Courses:

HIST 3080, 3150, 3170, 4460, and 4560 are being deleted from the catalog as these courses have either never been taught or are no longer taught.

5. Staff and Faculty Changes:

Due to the unfortunate passing of Mr. John Price in March 2015 year, the program has unexpectedly lost one position, and Dr. Christopher Gilson has been hired as a visiting instructor to teach some of his sections in addition to teaching Geography courses, and we are pleased to know that, effective Fall 2016, Dr. Gilson's position will be funded as a permanent, tenure-track line.

The role of adjunct faculty serving the History Program is undergoing thorough evaluation at this time in order to maximize the effectiveness of the program, especially in light of recent budget cuts. As a result, the program is likely going to continue to work toward reducing the number of adjuncts, whose responsibilities would then need to be taken up by our full-time faculty.

6. Other Proposed Changes:

No other changes to the program are planned at this time.

FACULTY PRODUCTIVITY REPORTS

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Academic Degrees

Ph.D. Doctor

of Philosophy, American History , 2004
University of Arkansas, Fayetteville, Arkansas

M.A. Master

of Arts, Cultural Resource Management, 1994
Northwestern State University, Natchitoches, Louisiana

M.A. Master

of Arts, Rhetoric and Composition English,
1986
Texas A&M University, College Station, Texas

B.A. Bachelor

of Arts, English and French Education, 1983
Northwestern State University, Natchitoches, Louisiana
Magna Cum Laude

Professional Certifications

A required training course taken annually.
Louisiana Board of Ethics, Baton Rouge, Louisiana

Professional Memberships

2004 Present,
Lambda Alpha Honor Society for Anthropology, Faculty member
1991 Present,
Louisiana Historical Association , member; member of Publications Committee
1983 Present,
Phi Alpha Theta International History Honor Society, member
1983 Present,
Phi Kappa Phi Honor Society, member
1983 Present,
Sigma Tau Delta Honor Society, member
2002 Present,
Association for the Preservation of Historic Natchitoches, Board Member; member
Interpretive Committee

Awards and Honors

Louisiana Political Museum and Hall of Fame. (2007).
I was honored by the organization Friends of the Louisiana Political Museum and Hall of Fame for my help with the organization of the museum in 1994.
Diane D. Blair Center for the Study of Southern Politics and Society, University of Arkansas. (2001). 3year
Graduate Fellowship
Pew Charitable Trusts Pew
Graduate Fellowships. (2001).

Named a Pew Graduate Fellow, attended Summer Seminar in "American in Crisis: Identity and Race in the Civil War Era," University of Notre Dame.

Department of History, University of Arkansas. (2000).

Gordon McNeil Graduate Award for Outstanding Graduate Research Paper

Louisiana Hall of Master Folk Artists. (1999).

Member

Department of Language and Communication, Northwestern State University. (1982).

English Award

Northwestern State University. (2014).

Marietta LeBreton Louisiana Studies award

Professional Experience

Northwestern State University, 08/01/2009 Present

Associate Professor

Northwestern State University , 08/01/2003 08/

01/2009

Assistant Professor

Consulting and Paid Service

Association for the Preservation of Historic Natchitoches, 01/01/2013 Present

Research consultant for a year's worth of Tricentennial

Exhibits to be shown monthly throughout 2014.

Service

Community

Association for the Preservation of Historic Natchitoches (01/01/2010 Present)

Board member

Church Session, First Presbyterian Church (01/01/2010 Present)

Church Elder

Lunch On Us program, First Presbyterian Church (06/01/2013 Present)

participant

Louisiana Regional Social Science Fair (03/22/2014 03/

22/2014)

Judge

Institutional

Faculty Senate (09/01/2013 Present)

Senator

NSU Literary Fair (02/22/2014 02/

22/2014)

Proctor

Courses Taught

Northwestern State University of Louisiana

Spring 2014 Northwestern State University of Louisiana, professor

HIST 2020 HIST UNITED STATES

3.00 (Undergraduate, Transferable)

Spring 2014 Northwestern State University of Louisiana,

HIST 2020 HIST UNITED STATES

3.00 (Undergraduate, Transferable)

Spring 2014 Northwestern State University of Louisiana,

HIST 3040 HISTORY LOUISIANA

3.00 (Undergraduate, Transferable)

Spring 2014 Northwestern State University of Louisiana,

HIST 4360 THE US, 19191945
3.00 (Undergraduate, Transferable)
Summer 2014 Northwestern State University of Louisiana,
HIST 3400 THE CIVIL WAR 18611865
3.00 (Undergraduate, Transferable)
Fall 2014 Northwestern State University of Louisiana,
HIST 2020 HIST UNITED STATES
3.00 (Undergraduate, Transferable)
Fall 2014 Northwestern State University of Louisiana,
HIST 3040 HISTORY LOUISIANA
3.00 (Undergraduate, Transferable)
Fall 2014 Northwestern State University of Louisiana,
HIST 4450 THE US SINCE 1945
3.00 (Undergraduate, Transferable)
Spring 2015 Northwestern State University of Louisiana, professor
HIST 2020 HIST UNITED STATES
(Undergraduate, Transferable)
Spring 2015 Northwestern State University of Louisiana, professor
HIST 2020 HIST UNITED STATES
(Undergraduate, Transferable)
Spring 2015 Northwestern State University of Louisiana, professor
HIST 3040 HISTORY LOUISIANA
(Undergraduate, Transferable)
Spring 2015 Northwestern State University of Louisiana, professor
HIST 4350 AM IN TRAN 18771919
(Undergraduate, Transferable)
Spring 2015 Northwestern State University of Louisiana, professor
HIST 4080 SP PROB AMER HISTORY
(Undergraduate, Transferable)
Fall 2015 Northwestern State University of Louisiana, professor
HIST 2020 HIST UNITED STATES
0.00 (Undergraduate, Transferable)
Fall 2015 Northwestern State University of Louisiana, professor
HIST 3040 HISTORY LOUISIANA
(Undergraduate, Transferable)
Fall 2015 Northwestern State University of Louisiana, professor
HIST 4360 THE US, 19191945
(Undergraduate, Transferable)

Presentations

Dollar, S. (11/23/2013). *"If These Streets Could Talk: A Look Back for Natchitoches' Tricentennial"*.

Louisiana Sports Hall of Fame and Northwest History
Museum Saturday program

Dollar, S. (03/11/2014). *"If these Streets Could Talk" [a repeat performancy, by request]*.
a visiting Tour Group requested a presentation

Dollar, S. (05/02/2014). *"Case of Equal Opportunity Destruction"*. National Park Service
academic Civil War Roundtable

Creative Activities

Dollar, S. (Collaborator). (01/01/2014 12/31/2014). *Natchitoches TriCentennial*

monthly exhibits Other. Natchitoches, Louisiana

Dollar, S. (Chair). (01/01/2014 12/

31/2015). *aPHN Interpretive Committee Chair* Other. Natchitoches, Louisiana

Christopher R. Gilson, Ph.D.

My employment with Northwestern State began in January 2015. Therefore, I will not submit my first TaskStream FPR report until 2016.

Gregory Granger, Ph.D.

Professor
Northwestern State University
Northwestern State University of Louisiana
University Parkway
Natchitoches, LA 71497

Academic Degrees

Ph.D. Doctor of Philosophy, International Relations, 1996

University of New Orleans, New Orleans, Louisiana
American foreign policy and national security. International organizations. Diplomacy and Conflict. International Relations Theory. U.S. Congress, Presidency and Judicial Systems. Political Theory.

M.A. Master of Arts, History, 1989

University of Louisiana at Monroe (formerly NLU), Monroe, Louisiana
Mostly European diplomatic history.

Professional Development

Ethics Training, Natchitoches, Louisiana, January 2013

Ethics Training, Natchitoches, Louisiana, January 2014

Sexual Harassment Training, Natchitoches, Louisiana, January 2014

Professional Memberships

2010 Present,

Phi Beta Delta, Founder and Board of Directors Member

1992 Present,

Louisiana Political Science Association, 2012-2013

Vice President and Conference Organizer/Host; 2013-2014, President 2014

2014, Louisiana Political Science Association, Last terms as president, then return to Membership status after March 2014.

Professional Experience

Louisiana Political Science Association, 03/15/2013 03/

15/2014 **President Service Institutional**

NSU Military Affairs Committee (08/15/2011 Present)

Proxy Member for CJHSS Chairperson

NSU Graduate Council (08/15/2013 Present)

Member Campus Connectors Committee (01/03/2013 12/31/2013)

Member Constitutional Day (09/17/2014-09/ 17/2014) Discussion Moderator

Guest Lectures (08/25/2014 12/08/2014) Lecturer

Community

Region IV Social Studies Fair (01/03/2013 03/ 30/2013)

CoDirector and Judge

Guest Lectures (01/06/2014 05/02/2014) Lecturer

Region IV Social Studies Fair (03/15/2014 03/31/2014) CoDirector

Professional

Constitution Day (09/17/2013 09/ 17/2013) Organizer and Panel Discussant

American Legion Constitutional Speech Contest (02/06/2014 02/ 06/2014) Judge

Courses Taught - Northwestern State University of Louisiana

Spring 2013 Northwestern State University of Louisiana, Professor

PSCI 2010 GOVT UNITED STATES

(Undergraduate, Transferable)

Spring 2013 Northwestern State University of Louisiana, Professor

PSCI 2090 INTRO TO GLOBAL POLITICS

(Undergraduate, Transferable)

Spring 2013 Northwestern State University of Louisiana, Professor

HIST 4980 SPECIAL TOPICS IN HISTORY

(Undergraduate, Transferable)

Summer 2013 Northwestern State University of Louisiana, professor

PSCI 2010 GOVT UNITED STATES

(Undergraduate, Transferable)

Fall 2013 Northwestern State University of Louisiana, professor

PSCI 2010 GOVT UNITED STATES

(Undergraduate, Transferable)

Fall 2013 Northwestern State University of Louisiana, professor

PSCI 4090 INTERNATL RELATIONS

(Undergraduate, Transferable)

Spring 2014 Northwestern State University of Louisiana, Instructor

PSCI 2010 GOVT UNITED STATES

3.00 (Undergraduate, Transferable)

Spring 2014 Northwestern State University of Louisiana, Instructor

PSCI 2090 INTRO TO GLOBAL POLITICS

3.00 (Undergraduate, Transferable)

Spring 2014 Northwestern State University of Louisiana, Instructor

PSCI 4090 INTERNATL RELATIONS

3.00 (Undergraduate, Transferable)

Fall 2014 Northwestern State University of Louisiana, Instructor

PSCI 2010 GOVT UNITED STATES

3.00 (Undergraduate, Transferable)

Fall 2014 Northwestern State University of Louisiana, Instructor

PSCI 3090 CONSTITUTIONAL LAW

3.00 (Undergraduate, Transferable)

Fall 2014 Northwestern State University of Louisiana, Instructor

PSCI 4060 INTERNATIONAL LAW

3.00 (Undergraduate, Transferable)

Presentations

Granger, G. (04/24/2013). *The Obama Way of War*. NSU Research Day

Research Reports

Granger, G. (2015). Granger Zone 2015. <http://grangerzone2015.blogspot.com/>

Kent Hare, Ph.D.

Professor- Northwestern State University of Louisiana, Natchitoches, LA 71497
318-357-6858
khare@nsula.edu

Academic Degrees

**B.S. - Bachelor of
Science, Chemical
Engineering**, 1983
Louisiana Tech
University, Ruston,
Louisiana

**M.A. - Master of
Arts, History**, 1992
Louisiana State
University, Baton
Rouge, Louisiana

**Ph.D. - Doctor of
Philosophy,
History**, 1997
Louisiana State
University, Baton
Rouge, Louisiana

Professional Development

Taskstream Training, Natchitoches, Louisiana, October 2013

Title IX Training, Natchitoches, Louisiana, August 2014

Lecture Capture Instruction, Natchitoches, Louisiana, September 2014

Trip to Italy, Rome,
October 2014

New Saint Thomas Institute Certificate in Theology, Dallas, Texas, July 2014

Professional Certifications

**Mandatory Ethics
Training**

Northwestern State University of Louisiana, Natchitoches, Louisiana

**Mandatory
Defensive Driving
Training**

Northwestern State University of Louisiana, Natchitoches, Louisiana

**Mandatory Sexual
Harassment
Training**

Northwestern State University of Louisiana, Natchitoches, Louisiana

**CPTP Preventing
Sexual
Harassment - WBT
NCS**

Northwestern State University of Louisiana, Natchitoches, Louisiana

**Mandatory Annual
State Ethics
Training**

Northwestern State University of
Louisiana, Natchitoches, Louisiana

Professional Experience

AmerCable, 08/01/1983 - 08/15/1990
**Cable Design Engineer, Manager of
Quality Assurance**

Baton Rouge Community College,
08/17/1998 - 12/18/1998
Adjunct Instructor

Saint Joseph's Academy, 08/18/1997
- 05/31/1999
Instructor

Louisiana State University,
05/27/1996 - 07/28/2000
Adjunct Instructor

Louisiana State University,
08/20/1990 - 05/17/1996
Graduate Assistant

Northwestern State University,
08/14/2000 - Present

Professor of History

Service

Institutional

Department of Criminal Justice, History,
and Social Sciences (01/01/2003 -
Present) Academic Advising

Northwestern Louisiana District
Literary Rally (03/23/2013 -
03/23/2013) Exam Proctor

Northwest Louisiana District
Literary Rally (02/22/2014 -
02/22/2014) Exam Proctor

Dept. of Criminal Justice, History, and Social Science
Tenure and Promotion Committee (08/24/2015 - Present)
member

Community

Louisiana Region IV Social
Studies Fair (03/02/2013 -
03/02/2013) Judge

Basilica of the Immaculate Conception
09:00 Mass Choir (01/01/2003 -
08/31/2014) Advisor and Cantor

Basilica of the Immaculate Conception
Schola Cantorum (12/01/2013 - Present)
Member, Latin Advisor

Basilica of the Immaculate Conception
Scripture Study Group (10/06/2008 -
Present) Leader

Louisiana Region IV Social
Studies Fair (03/22/2014 -
03/22/2014) Judge

Basilica of the Immaculate Conception
Parish Pastoral Council (07/01/2014 -
Present) Member

Chesterton
Digital Library
(02/01/2015 -
Present)
Transcription

Chesterton Society of
Natchitoches
(04/01/2015 -
Present) President

Courses Taught
Northwestern State University of Louisiana

Spring 2013 Northwestern
State University of
Louisiana, Instructor HIST
1010 EARLY WLD
CIVILIZAT
3.00
(Undergraduate,
Transferable)

Fall 2013 Northwestern
State University of
Louisiana, Instructor HIST
3090 ANCIENT HISTORY
3.00
(Undergraduate,
Transferable)

Spring 2013 Northwestern
State University of
Louisiana, Instructor HIST
3100 MEDIEVAL HISTORY
3.00
(Undergraduate,
Transferable)

Fall 2013 Northwestern
State University of
Louisiana, Instructor HIST
3110
RENAISSANCE-REFORM
3.00
(Undergraduate,
Transferable)

Spring 2013 Northwestern
State University of
Louisiana, Instructor HIST
4140 ANCIENT GREECE
3.00
(Undergraduate,
Transferable)

Summer 2014 Northwestern
State University of
Louisiana, Instructor HIST
4090 SP PROB EUROPE
HIST
3.00
(Undergraduate,
Transferable)

Spring 2014 Northwestern
State University of
Louisiana, Instructor HIST
4150 ROMAN REPUBLIC
AND EMPIRE
3.00
(Undergraduate,
Transferable)

Fall 2015 Northwestern
State University of
Louisiana, Instructor HIST
1010 EARLY WLD
CIVILIZAT
3.00
(Undergraduate,
Transferable)

Spring 2015 Northwestern
State University of
Louisiana, Instructor HIST
4420 HIST ENGLAND
1689
3.00
(Undergraduate,
Transferable)

Presentations

James MacDonald

Associate Professor
Northwestern State University
Northwestern State University of Louisiana
350 Sam Sibley
Natchitoches, LA 71497

Academic Degrees

B.A. Bachelor of Arts, History, 1995
University of Delaware, Newark, Delaware

M.A. Master of Arts, History, 1997
Appalachian State University, Boone, North Carolina

Ph.D. Doctor of Philosophy, History, 2006
Louisiana State University, Baton Rouge, Louisiana

Professional Memberships

2013 2013,
Louisiana Historical Association, Member
2013 2013,
North Carolina Historical Association, Member
2014 2014,
Louisiana Historical Association, Member
2014 2014,
North Carolina Historical Association, Member

Consulting and Paid Service

Southern Studies Editorial Board, 01/01/2011 12/
31/2014

Review articles for publication at Southern Studies

Service

Institutional

Faculty Senate (01/10/2013 05/
05/2013) Senator CJ,H,Soc. Sci.
Senior Day (11/01/2014 11/
01/2014)
CJ, History, Social Science Representative

Community

Social Studies Fair (03/16/2013 03/
16/2013) Judge
Social Science Fair (03/15/2014 03/
15/2014) Judge
Literary Rally (02/22/2014 02/22/2014)
Judge
History Bee and Bowl (03/29/2014 03/29/2014)
Reader

Publications

Book Chapter

MacDonald, J. "Caught Between Two Fires: The Cherokee and Catawba Choose sides in the American Revolution. Jeff Broadwater, Barton College, *TBA* (). Chapel Hill, UNC Press

Book Review

MacDonald, J. (10/20/2014). *Review of: James Corbett David, Dunmore's New World: The Extraordinary Life of a Royal Governor in Revolutionary America*, Houston, Rice University

Other

MacDonald, J. & Pellegrin, C. *Department of CJ, History, and Social Sciences Lecture Capture and Audio/Visual Enhancement Grant*

Courses Taught

Northwestern State University of Louisiana

Spring 2013 Northwestern State University of Louisiana,

HIST 2010 HIST UNITED STATES

3.00 (Undergraduate, Transferable)

Fall 2013 Northwestern State University of Louisiana,

HIST 3990 HISTORICAL METHODS

3.00 (Undergraduate, Transferable)

Fall 2013 Northwestern State University of Louisiana,

HIST 4070 SLAVERY IN THE AMERICAS

3.00 (Undergraduate, Transferable)

Spring 2013 Northwestern State University of Louisiana,

HIST 4330 EAR AM REP 17831836

3.00 (Undergraduate, Transferable)

Fall 2013 Northwestern State University of Louisiana,

HIST 4340 AM EXP CONF 18371865

3.00 (Undergraduate, Transferable)

Spring 2014 Northwestern State University of Louisiana,

HIST 4310 COL AMER 14921754

(Undergraduate, Transferable)

Fall 2014 Northwestern State University of Louisiana,

HIST 3140 AMERICAN WEST

3.00 (Undergraduate, Transferable)

Fall 2014 Northwestern State University of Louisiana,

HIST 4320 REVOL AMER 17541783

(Undergraduate, Transferable)

Spring 2014 Northwestern State University of Louisiana,

HIST 2010 HIST UNITED STATES

3.00 (Undergraduate, Transferable)

Fall 2015 Northwestern State University of Louisiana,

HIST 2010 HIST UNITED STATES

3.00 (Undergraduate, Transferable)

Presentations

MacDonald, J. (03/16/2013). *"I have seen few parts of the world more inviting to settlers:" The Natchitoches Frontier Economy in the Early Republic.*

Louisiana Historical Association

MacDonald, J. (10/04/2013). *"The World had never witnessed so glorious, so wonderful a celebration: Andrew Jackson Returns to New Orleans"*. Gulf South

Historical Conference

MacDonald, J. (04/06/2013). *What made the Founding Different?* 2013 Meeting of Louisiana Society of the Sons of the American Revolution

MacDonald, J. (03/13/2014). *"If tyranny and oppression come to this land, it will be in the guise of fighting a foreign enemy"*. NSU Research Day

MacDonald, J. (08/28/2014). *An Introduction to the Progressive Movement*. To Dr. Rick Jensen's Scholars' Class

MacDonald, J. (09/19/2014). *Ratification and Consolidation of the American Revolution*. Presentation to Dr. Holly Stave's Scholars' Class

Charles Pellegrin

Associate Professor
Northwestern State University of Louisiana
Department of Criminal Justice, History, and Social Sciences
301 Kyser Hall
Natchitoches, LA 71497
(318) 357.6496
pellegrinc@nsula.edu

Academic Degrees

B.A. Bachelor of Arts, Social Studies Education, 1988

Nicholls State University, Thibodaux, Louisiana

M.A. Master of Arts, United States History, 1990

University of Louisiana Lafayette,

Lafayette, Louisiana

Ph.D. Doctor of Philosophy, Modern United States History, 2005

Mississippi State University, Mississippi State, Mississippi

Professional Development

Fifth Louisiana Studies Conference, Natchitoches, Louisiana, September 2013

Louisiana Historical Association Conference, Alexandria, Louisiana, March 2013

Gulf South History and Humanities Conference, Pensacola, Florida, October 2013

Ethics Training for Public Servants, Natchitoches, Louisiana, March 2013

CPTP Preventing Sexual Harassment 2013, Natchitoches, Louisiana, March 2013

Blood Borne Pathogens Training, Natchitoches, Louisiana, March 2013

Defensive Driver Training, Natchitoches, Louisiana, March 2013

2014 Code of Ethics for Public Servants, Natchitoches, Louisiana, February 2014

Preventing Sexual Harassment 2014, Natchitoches, Louisiana, February 2014

Bloodborne Pathogens Training, Natchitoches, Louisiana, February 2014

Defensive Driving Training, Natchitoches, Louisiana, February 2014

Louisiana Historical Association Conference, Hammond, Louisiana, March 2014

Gulf South History and Humanities Conference, Galveston, Texas, October 2014

Travel Card Certification Course for Cardholders, Natchitoches, Louisiana, October 2014

Louisiana Association of Manuscript Archivists, New Orleans, Louisiana, November 2014

Professional Certifications

Certified Military History Instructor

Military History Instructor's Course, Combat Studies Institute, Fort Leavenworth, U.S.

Army, Leavenworth, Kansas

Professional Memberships

1989 Present, Louisiana Historical Association, Member

2001 Present, Society for Historians of American Foreign Relations, Member

2007 Present, Society of Military History, Member

2013 Present, Gulf South History and Humanities Association, Member

Awards and Honors

Phi Alpha Theta Honor Society in History. (1989).

Inducted as a member at University of Louisiana Lafayette.

Phi Kappa Phi Honor Society. (2005).

Inducted as a member at Mississippi State University. Louisiana Sports Writers Association. (2014).

Mac Russo Award (along with Ronnette Pellegrin) for service to LSWA and Louisiana Sports Hall of Fame, June 22, 2014.

Service-Professional

Louisiana Historical Association, Board of Directors (04/01/2012 Present)

Member

Louisiana Historical Association, Program Committee (04/01/2013 03/29/2014)

Chair

Louisiana Historical Association, Hugh Rankin Prize Committee (04/01/2014 Present)

Member

Louisiana Historical Association, Executive Committee (04/01/2014 Present)

Member

ROTC Vicksburg Staff Ride (02/28/2014 02/28/2014) Organizer & Staff Ride Leader

Institutional

Northwestern State University, Military Affairs Committee (01/01/2007 Present)

Chair Northwestern State University, Athletic Advisory Committee (08/18/2012 Present)

Northwestern State University, Student Support Services Advisory Board (01/01/2005 Present)

Member, Northwestern State University, Department of Athletics, Sports Information Office (08/21/2006 Present)

Volunteer Statistician

CJHSS, Tenure and Retention Committee (02/03/2014 Present)

Member, Northwestern State University, ROTC Joint Program Review Plan Committee (08/20/2014 -Present) Member

Community

Region IV Social Studies Fair (02/16/2013 02/16/2013) Judge & Lunch Organizer

Louisiana Sports Hall of Fame Ceremonies (06/23/2005 Present) Volunteer Assistant

Louisiana: An Evening of History and Film (11/14/2013 11/14/2013)

CoOrganizer (with Dr. William Housel) Region IV Social Studies Fair (03/22/2014 03/22/2014) Judge & Lunch Organizer

Publications

Book Review

Pellegrin, C. (12/02/2013). *Review of Painting Dixie Red: When, Where, Where, Why, and How the South Became Republican*, by Glenn Feldman, ed,

Natchitoches, Louisiana, Southern Studies Institute

Courses Taught

Northwestern State University of Louisiana

Spring 2013 Northwestern State University of Louisiana, Instructor

HIST 2020 HIST UNITED STATES

3.00 (Undergraduate, Transferable)

Spring 2013 Northwestern State University of Louisiana, Instructor

HIST 2100 MILITARY HIST OF U S

3.00 (Undergraduate, Transferable)

Spring 2013 Northwestern State University of Louisiana, Instructor

HIST 4110 HISTORY OF MODERN JAPAN

3.00 (Undergraduate, Transferable)

Fall 2013 Northwestern State University of Louisiana, Instructor

HIST 3070 CONTEMPORARY SOUTH

3.00 (Undergraduate, Transferable)

Spring 2014 Northwestern State University of Louisiana, Instructor
HIST 3240 MILITARY HISTORY OF THE U.S.

3.00 (Undergraduate, Transferable)

Spring 2014 Northwestern State University of Louisiana, Instructor
HIST 4010 HIST OF MODERN CHINA

3.00 (Undergraduate, Transferable)

Fall 2014 Northwestern State University of Louisiana, Instructor
HIST 4120 HIST AM FOREIGN RELATIONS

3.00 (Undergraduate, Transferable)

Fall 2015 Northwestern State University of Louisiana, Instructor
SST 1030 SOCIAL SCIENCES SEMINAR

3.00 (Undergraduate, Transferable)

Presentations

Pellegrin, C. & Wernet, M. (09/20/2013). *Preserving the Far Right: The Kent Courtney Tapes, 1958-1994*. Fifth Louisiana Studies Conference

Pellegrin, C. (10/11/2013). *The Decline of a Family and the Rise of a Far Right Activist: Phoebe Greene Courtney and the Role of Status*. Gulf South History and Humanities Conference

Pellegrin, C. (03/01/2013). *"I have no problem with Rush Limbaugh...I'm not making the kind of money he is": Louisiana's Kent Courtney, the Far Right, and the Role of Status*. Louisiana Political Science Association

Pellegrin, C., Wernet, M. & Eller, N. (11/07/2014). *Northwestern State University's Kent Courtney Collection*. Louisiana Association of Manuscript Archivists

Pellegrin, C. (10/10/2014). *Selling Support for an Unpopular War: The Far Right, Country Music, and Vietnam*. Gulf South History and Humanities Conference

Pellegrin, C. (03/13/2014). *"The Small Pox! The Small Pox!": George Washington, the Continental Army, and Inoculation, 1775-83*. 27th Annual Research Day

Grants

Proposed and Pending

Department of Criminal Justice, History, and Social Sciences Lecture Capture and Audio/Visual Enhancement Grant (2014).

Jeffrey Smith, Ph.D.

Professor - Northwestern State University of Louisiana

Academic Degrees

B.A. Bachelor of Arts, History, 1989

Rice University, Houston, Texas

M.A. Master of Arts, Modern European History, 1991

University of Illinois, Urbana/Champaign,
Illinois

Ph.D. Doctor

of Philosophy, Modern European History, 1997

University of Illinois, Urbana/Champaign, Illinois

Professional Development

Teaching and Learning through Innovation and Excellence, Natchitoches,
Louisiana, October 2013

Service - Institutional

Dept. of Criminal Justice, History, and Social Sciences (01/13/2014 12/
19/2014)

Academic Advising

NSU Faculty Senate (01/13/2014 12/19/2014)

Senate representative from Dept. of CJHSS Fall Senior Day (11/01/2014 11/01/2014)

Participant

History Coordinator (08/25/2014 12/19/2014)

Community

District Literary Rally (02/22/2014 02/22/2014) exam proctor

Courses Taught

Northwestern State University of Louisiana

Spring 2014 Northwestern State University of Louisiana, Instructor

HIST 1020 MODERN WLD CIVILIZATION

0.00 (Undergraduate, Transferable)

Fall 2014 Northwestern State University of Louisiana, Instructor

HIST 1020 MODERN WLD CIVILIZATION

0.00 (Undergraduate, Transferable)

Spring 2014 Northwestern State University of Louisiana, Instructor

HIST 3120 HIST EUROPE 16481789

(Undergraduate, Transferable)

Spring 2014 Northwestern State University of Louisiana, Instructor

HIST 4980 SPECIAL TOPICS IN HISTORY

(Undergraduate, Transferable)

Fall 2014 Northwestern State University of Louisiana, Instructor

HIST 3250 FREN REVOL & NAPOLEON

(Undergraduate, Transferable)

Fall 2014 Northwestern State University of Louisiana, Instructor

HIST 3990 HISTORICAL METHODS

(Undergraduate, Transferable)

Fall 2015 Northwestern State University of Louisiana, Instructor

HIST 1020 MODERN WLD CIVILIZATION

0.00 (Undergraduate, Transferable)

Fall 2015 Northwestern State University of Louisiana, Instructor

HIST 3990 HISTORICAL METHODS

(Undergraduate, Transferable)
Fall 2015 Northwestern State University of Louisiana, Instructor
HIST 4390 HIST EUROPE 18701918
(Undergraduate, Transferable)

Dr Kathleen Smith

Assistant Professor of History

Ph.D., History, Louisiana State University

M.A., Women's History, University of Maryland

Fields of Interest:

Women's History, 20th Century U.S. History, American Popular Culture, World War I, World War II, Vietnam War.

Kathleen E.R. Smith, Ph.D., is the Clyde Bostick Professor of Social Studies, 2005-2006 and Associate Professor of History in the School of Social Sciences, Northwestern State University of Louisiana. She is the author of "Whores, Ladies, and Calamity Jane: Gender Roles in HBO's Deadwood," in *Reading Deadwood: A Western to Swear By*, edited by David Lavery, London: I.B. Tauris, 2006; "God Bless America": Tin Pan Alley Goes to War. Lexington, KY: University of Press of Kentucky, April 2003, and *Lieutenant Colonel Emily U. Miller*, a biography. Natchitoches, LA: Northwestern State University of Louisiana Press, 1984. She is the Editor of *Zwolle, Louisiana: Our Story, Portrait of a Small Town*, published by the Town of Zwolle, Louisiana and the Louisiana Endowment for the Humanities, 2000. She also published a supplemental essay in *America and Its Peoples: A Mosaic in the Making*, by James Kirby Martin, et al, Fifth Edition, Boston: Pearson Custom Publishing, 2004.

Dr. Smith is the recipient of a Special Humanities Award presented by the Louisiana Endowment for the Humanities in 2002. She has presented papers over 50 times at regional and national conferences of the Popular Culture Association, various historical associations, and is a frequent guest lecturer around the state of Louisiana, including the National D-Day Museum in New Orleans, LA.

Smith holds the B.A. in American History from the University of Maryland, College Park, MD., the M.A. in Woman's History, University of Maryland, College Park, MD, and the Ph.D. from Louisiana State University, Baton Rouge, LA.

APPENDIX B – DATA FORMS

FORM A - FACULTY

FORM A - FACULTY					
Full-time Faculty by Status	FA10	FA11	FA12	FA13	FA14
Professor	2	5	5	5	4
Associate Professor	3	2	4	5	3
Assistant Professor	2	2	0	0	0
Instructor	1	1	1	1	1
Part-time Full-time Equivalents (FTEs)	0	0	0	0	0
Total FTEs	8	10	10	11	8
Tenure Status of Faculty	FA10	FA11	FA12	FA13	FA14
Tenured	5	8	8	10	7
Tenured Track	2	1	1	0	0
Non-Tenure Track	1	1	1	1	1
Degree of Faculty (indicate terminal degree)	FA10	FA11	FA12	FA13	FA14
Doctoral	6	8	8	9	7
Specialist	0	0	0	0	0
Master	2	2	2	2	1
Bachelors	0	0	0	0	0

FORM B - ENROLLMENT MANAGEMENT

BULLET #1:

	FA10			FA11			FA12			FA13			FA14		
Gender	Apply	Admit	Enroll	Apply	Admit	Enroll	Apply	Admit	Enroll	Apply	Admit	Enroll	Apply	Admit	Enroll
Male	16	8	5	27	15	12	37	27	17	42	27	14	19	12	10
Female	17	9	4	26	15	6	21	13	5	18	11	3	18	10	5
Unknown	2	0	0	1	0	0	1	1	0	0	0	0	0	0	0
Race/Ethnicity	FA10			FA11			FA12			FA13			FA14		
	Apply	Admit	Enroll	Apply	Admit	Enroll	Apply	Admit	Enroll	Apply	Admit	Enroll	Apply	Admit	Enroll
Hispanic/Latino	3	0	0	1	0	0	1	0	0	1	1	0	2	2	2
Not Hispanic/Latino	30	17	9	51	30	18	50	33	19	57	36	17	32	19	12
Unknown	2	0	0	2	0	0	8	8	3	2	1	0	3	1	1
Asian	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0
American Indian or Alaskan Native	1	1	0	1	1	0	2	2	1	1	1	1	0	0	0
Black or African American	4	1	1	6	3	2	6	2	1	14	5	4	8	6	2
Hispanic	3	0	0	1	0	0	1	0	0	1	1	0	2	2	2
Native Hawaiian or Other Pacific Islander	0	15	0	0	0	0	0	0	0	0	0	0	0	0	0
White, Non-Hispanic	25	0	8	42	25	15	37	25	15	36	25	11	23	13	10
Foreign/Non-Resident	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Race/Ethnicity Unknown	2	0	0	2	0	0	8	8	3	2	1	0	3	1	1
Two or More Races	0	0	0	2	1	1	5	4	2	5	4	1	1	0	0
Geographic Location	FA10			FA11			FA12			FA13			FA14		
	Apply	Admit	Enroll	Apply	Admit	Enroll	Apply	Admit	Enroll	Apply	Admit	Enroll	Apply	Admit	Enroll
Acadia Parish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Allen Parish	0	0	0	0	0	0	1	1	0	1	0	0	0	0	0
Ascension Parish	2	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Assumption Parish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Avoyelles Parish	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Beauregard Parish	1	1	1	1	1	0	0	0	0	1	1	0	0	0	0
Bienville Parish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bossier Parish	1	1	1	4	3	3	1	0	0	3	1	1	2	1	0
Caddo Parish	5	3	2	2	0	0	5	4	2	5	4	1	2	0	0
Calcasieu Parish	2	1	0	2	0	0	1	1	1	2	2	2	2	1	0
Caldwell Parish	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Cameron Parish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Catahoula Parish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Claiborne Parish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Concordia Parish	0	0	0	0	0	0	1	1	0	1	0	0	0	0	0
Desoto Parish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
East Baton Rouge Parish	3	1	0	4	3	1	5	5	2	4	1	0	2	1	0
East Carroll Parish	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
East Feliciana Parish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Evangeline Parish	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0
Franklin Parish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grant Parish	0	0	0	0	0	0	1	1	0	0	0	0	1	1	1
Iberia Parish	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
Iberville Parish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Jackson Parish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Jefferson Parish	0	0	0	0	0	0	1	1	1	4	4	1	3	2	2
Jefferson Davis Parish	0	0	0	0	0	0	1	1	0	1	1	0	0	0	0
Lafayette Parish	0	0	0	1	1	0	1	1	0	0	0	0	2	2	1
Lafourche Parish	0	0	0	2	1	0	0	0	0	0	0	0	0	0	0
Lasalle Parish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lincoln Parish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Livingston Parish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Madison Parish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Morehouse Parish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Natchitoches Parish	1	0	0	4	4	4	2	1	1	2	2	2	3	2	2
Orleans Parish	1	0	0	1	1	1	0	0	0	3	2	0	0	0	0
Ouachita Parish	1	0	0	3	2	2	3	1	0	2	2	1	1	0	0
Plaquemines Parish	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Pointe Coupee Parish	0	0	0	0	0	0	2	2	2	1	1	1	0	0	0
Rapides Parish	2	2	1	5	3	2	4	4	2	3	3	0	6	4	3
Red River Parish	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
Richland Parish	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
Sabine Parish	0	0	0	0	0	0	1	1	1	1	1	0	1	1	1
St. Bernard Parish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Charles Parish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Helena Parish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. James Parish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. John Parish	1	0	0	2	1	0	0	0	0	0	0	0	0	0	0
St. Landry Parish	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
St. Martin Parish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Mary Parish	1	0	0	1	1	1	1	1	1	1	0	0	0	0	0
St. Tammany Parish	1	0	0	2	1	1	2	1	0	2	2	0	1	0	0
Tangipahoa Parish	1	1	0	0	0	0	0	0	0	1	1	1	0	0	0
Tensas Parish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Terrebonne Parish	0	0	0	0	0	0	0	0	0	2	1	0	0	0	0
Union Parish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Vermilion Parish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Vernon Parish	2	2	2	0	0	0	2	1	0	3	2	1	2	2	2
Washington Parish	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Webster Parish	2	0	0	1	0	0	1	0	0	0	0	0	1	0	0
West Baton Rouge Parish	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
West Carroll Parish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
West Feliciana Parish	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0
Winn Parish	0	0	0	1	1	0	0	0	0	2	1	1	0	0	0
Out of State	6	3	0	15	7	3	18	13	9	13	5	4	6	4	3

	FA10			FA11			FA12			FA13			FA14		
	Apply	Admit	Enroll	Apply	Admit	Enroll	Apply	Admit	Enroll	Apply	Admit	Enroll	Apply	Admit	Enroll
High School GPA															
Below 2.00	2	1	1	0	0	0	1	1	1	0	0	0	1	1	1
2.00 - 2.49	3	2	0	4	2	1	6	2	1	1	1	0	2	2	2
2.50 - 2.99	4	3	1	8	5	3	7	5	4	12	9	3	4	3	2
3.00 - 3.49	13	7	4	12	10	6	14	11	3	13	12	2	7	4	3
3.5 and up	6	2	1	13	11	7	12	10	4	8	6	3	10	10	5
No GPA	7	2	2	17	2	1	19	12	9	26	10	9	13	2	2

	FA10			FA11			FA12			FA13			FA14		
	Apply	Admit	Enroll	Apply	Admit	Enroll	Apply	Admit	Enroll	Apply	Admit	Enroll	Apply	Admit	Enroll
ACT/SAT Score															
Below 16	0	0	0	0	0	0	0	0	0	2	0	0	1	0	0
16 - 19	5	4	1	7	5	2	6	4	1	9	4	3	4	3	3
20 - 25	13	8	6	25	18	11	18	18	10	17	17	6	10	9	4
26 - 30	6	3	1	4	3	2	7	7	2	6	6	0	5	5	4
31 - 36	0	0	0	0	0	0	0	0	0	2	2	0	1	1	0
Unknown	11	2	1	18	4	3	28	12	9	24	9	8	16	4	4

BULLET #2:

Persistence Information within Program	FA09 to FA10	FA10 to FA11	FA11 to FA12	FA12 to FA13	FA13 to FA14
Entering Freshmen	33%	40%	56%	17%	25%
Freshmen	0%	100%	71%	39%	50%
Sophomores	36%	85%	67%	42%	80%
Juniors	67%	89%	72%	62%	76%
Seniors	82%	77%	95%	87%	78%
Graduate Students	N/A	N/A	N/A	N/A	N/A

BULLET #3:

Unduplicated Annual Enrollment	AY1011	AY1112	AY1213	AY1314	AY1415
History (Major 261)	86	110	129	104	97
Total	86	110	129	104	97

Secondary Majors*	3	6	7	8	10
Minors*	41	29	31	32	30
*Would Not Include Primary Majors					
Completers	AY1011	AY1112	AY1213	AY1314	AY1415
History (Major 261)	13	14	24	23	30
Total	13	14	24	23	30

FORM C - SCH

SCHs by Faculty Status	FA10	FA11	FA12	FA13	FA14
Professor	645	1290	2109	1701	1437
Associate Professor	1587	1338	2160	1734	1893
Assistant Professor	1122	900	0	0	0
Instructor	354	180	189	225	297
Part-time/Adjunct/Staff	1230	1077	321	240	357
High School/Dual Enrollment	0	573	441	447	633
Total SCHs	4938	5358	5220	4347	4617
Credit Hours by Faculty Status	FA10	FA11	FA12	FA13	FA14
Professor	30	48	72	66	51
Associate Professor	42	27	90	63	57
Assistant Professor	30	30	0	0	0
Instructor	9	6	6	6	6
Part-time/Adjunct/Staff	52	36	6	9	12
High School/Dual Enrollment	5	45	27	27	33
Total Credit Hours	168	192	201	171	159
Distance Learning	FA10	FA11	FA12	FA13	FA14
Internet Sections	17	16	20	15	18
Compressed Video Sections	1	3	16	17	10
Off-site Sections	0	0	0	0	0
High School Sections	9	16	9	10	11
Total Distance Learning Sections	27	35	45	42	39
Student to Faculty Ratio*	FA10	FA11	FA12	FA13	FA14
Student to Faculty Ratio (majors)	7:1	6:1	10:1	7:1	9:1
Student to Faculty Ratio (unduplicated students enrolled in HIST courses)	150:1	130:1	132:1	100:1	128:1
*Excludes Dual Enrollment					

FORM D - STUDENTS

SECTION 1. STUDENTS (A)

Unit Student Demographics	FA10	FA11	FA12	FA13	FA14
Hispanic/Latino	2	2	1	2	5
Not Hispanic/Latino	54	79	96	78	72
Prefer not to answer	3	3	6	4	2
Asian	1	1	1	0	0
American Indian or Alaskan Native	1	2	2	1	1
Black or African American	5	6	14	14	13
Hispanic	2	2	1	2	5
Natvie Hawaiian or Other Pacific Islander	0	1	0	0	0
White, Non-Hispanic	43	64	74	60	55
Foreign/Non=Resident	1	1	1	2	2
Race/Ethnicity Unknown	3	3	6	4	2
Two or More Races	3	4	4	1	1
Male	34	51	70	54	51
Female	25	33	33	30	28
Under 20	25	41	45	19	24
21 to 24	16	21	43	48	38
25 and Up	18	22	15	17	17

University Student Demographics	FA10	FA11	FA12	FA13	FA14
Hispanic/Latino	277	274	378	404	418
Not Hispanic/Latino	8606	8521	8602	8183	8330
Prefer not to answer	361	396	467	357	254
Asian	83	75	58	64	70
American Indian or Alaskan Native	135	118	126	127	144
Black or African American	2489	2494	2535	2353	2383
Hispanic	277	274	378	404	418
Natvie Hawaiian or Other Pacific Islander	10	17	13	6	9
White, Non-Hispanic	5602	5519	5569	5302	5338
Foreign/Non=Resident	74	70	56	78	89
Race/Ethnicity Unknown	361	396	467	357	254
Two or More Races	213	228	245	253	297
Male	2849	2815	2917	2751	2782
Female	6395	6376	6530	6193	6220
Under 20	3535	3483	2616	3645	3893
21 to 24	2131	2180	2204	2014	1901
25 and Up	3578	3528	4627	3285	3208

SECTION 1. STUDENTS (E)

Financial Aid (\$ amount)	FA09	FA10	FA11	FA12	FA13
Scholarships*	\$ 59,839	\$ 81,622	\$ 183,316	\$ 186,949	\$ 167,289
Grants**	\$ 110,923	\$ 160,235	\$ 260,580	\$ 268,954	\$ 277,426
Loans***	\$ 153,717	\$ 230,800	\$ 290,620	\$ 314,572	\$ 359,187

Financial Aid (# of students)	FA09	FA10	FA11	FA12	FA13
Scholarships*	21	23	42	48	33
Grants**	57	32	51	55	50
Loans***	24	30	43	47	50

*Internal Note: included AwardFundTags IMUG, OOFG, IPFG, ITFG

**Internal Note: included AwardFundTags FNFG, FOFG, FMFG, CNFG, SNFG, SMFG

***Internal Note: included all AwardFundTags ending in L (ie ***)

FORM F - FINANCIAL INFORMATION

Salary Costs	FA10	FA11	FA12	FA13	FA14
Professor	115396	310782	310782	310782	250747
Associate Professor	168802	183594	202147	273364	149193
Assistant Professor	89770	89770	0	0	0
Instructor	36935	36935	36935	36935	36935
Part-time/Adjunct/Staff	28800	12400	83250	5600	6800
Administrative Costs					
Staff Costs					
Non-teaching Graduate Assistants					
Total Salary Costs	439703	633481	633114	626681	443675

Operating Costs	FA10	FA11	FA12	FA13	FA14
Travel					
Supplies	2500	2500	2500	2500	2500
Operating Costs					
Total Operating Expenses					

Capital Outlay

Departmental Revenues

APPENDIX C
Graduating Senior Survey

NSU Graduating Student Survey (UG only) - Spring 2014

1. Please enter your eight or nine digit student identification number.

Answer Options	Response Count
	3
<i>answered question</i>	3
<i>skipped question</i>	0

2. Indicate Degree Earned

Answer Options	Response Percent	Response Count
Associate's	0.0%	0
Bachelor's	100.0%	3
	<i>answered question</i>	3
	<i>skipped question</i>	0

3. Indicate Major

Answer Options	Response Percent	Response Count
History	100.0%	3
	<i>answered question</i>	3
	<i>skipped question</i>	0

4. What is MOST LIKELY to be your PRINCIPAL activity upon graduation? Select all that apply.

Answer Options	Response Percent	Response Count
Employment, full-time paid	33.3%	1
Employment, part-time paid	0.0%	0
Graduate or Professional School, full-time	66.7%	2
Graduate or Professional School, part-time	0.0%	0
Additional Undergraduate Coursework	0.0%	0
Military Service	0.0%	0
Volunteer Activity (e.g., Peace Corps)	0.0%	0
Starting or Raising a Family	0.0%	0
Other	0.0%	0
	<i>answered question</i>	3
	<i>skipped question</i>	0

5. Indicate the degree you ultimately plan to earn.

Answer Options

- Bachelor's
- Master's
- Specialist
- Professional
- Doctorate

6. Indicate your satisfaction with how your education has helped you in the following areas.

Answer Options

- To communicate effectively in oral and written English
- To read with comprehension
- To reason abstractly and think critically
- To use numerical data and statistics
- To apply the scientific method
- To apply key technological and informational applications
- To acquire skills needed to learn independently
- To know the nature of cultural diversity
- To know the nature and value of the visual and performing arts

To acquire skills needed to develop a personal value system
To explain the American political and economic system
To increase knowledge of international education through the study of arts & culture of other countries

7. Indicate your level of satisfaction with how your experiences at NSU have helped you in the following areas:

Answer Options

Working cooperatively as a group member
Developing personal independence
Understanding your own abilities, interests, and personality
Fulfilling citizenship responsibilities
Developing good health habits and physical fitness
Increasing knowledge in chosen academic field
Completing job or career requirements
Completing degree or certification requirements
Improving leadership ability

NSU Graduating Student Survey (UG only) - Spring 2014

1. Please enter your eight or nine digit student identification number.	
Answer Options	Response Count
	3
<i>answered question</i>	3
<i>skipped question</i>	0

2. Indicate Degree Earned		
Answer Options	Response Percent	Response Count
Associate's	0.0%	0
Bachelor's	100.0%	3
<i>answered question</i>		3
<i>skipped question</i>		0

3. Indicate Major		
Answer Options	Response Percent	Response Count
History	100.0%	3
<i>answered question</i>		3
<i>skipped question</i>		0

4. What is MOST LIKELY to be your PRINCIPAL activity upon graduation? Select all that apply.		
Answer Options	Response Percent	Response Count
Employment, full-time paid	33.3%	1
Employment, part-time paid	0.0%	0
Graduate or Professional School, full-time	66.7%	2
Graduate or Professional School, part-time	0.0%	0
Additional Undergraduate Coursework	0.0%	0
Military Service	0.0%	0
Volunteer Activity (e.g., Peace Corps)	0.0%	0
Starting or Raising a Family	0.0%	0
Other	0.0%	0
<i>answered question</i>		3
<i>skipped question</i>		0

5. Indicate the degree you ultimately plan to earn.							
Answer Options	Response Percent	Response Count					
Bachelor's	0.0%	0					
Master's	100.0%	3					
Specialist	0.0%	0					
Professional	0.0%	0					
Doctorate	0.0%	0					
		answered question	3				
		skipped question	0				

6. Indicate your satisfaction with how your education has helped you in the following areas.							
Answer Options	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	N/A	Rating Average	Response Count
To communicate effectively in oral and written English	0	0	1	2	0	3.67	3
To read with comprehension	0	0	1	2	0	3.67	3
To reason abstractly and think critically	0	0	2	1	0	3.33	3
To use numerical data and statistics	0	0	2	1	0	3.33	3
To apply the scientific method	0	0	2	1	0	3.33	3
To apply key technological and informational	0	0	2	1	0	3.33	3
To acquire skills needed to learn independently	0	0	1	2	0	3.67	3
To know the nature of cultural diversity	0	0	1	2	0	3.67	3
To know the nature and value of the visual and	0	0	1	2	0	3.67	3
To acquire skills needed to develop a personal value	0	0	1	2	0	3.67	3
To explain the American political and economic	0	0	2	1	0	3.33	3
To increase knowledge of international education	0	0	1	2	0	3.67	3
						answered question	3
						skipped question	0

7. Indicate your level of satisfaction with how your experiences at NSU have helped you in the following areas:							
Answer Options	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	N/A	Rating Average	Response Count
Working cooperatively as a group member	0	0	0	3	0	4.00	3
Developing personal independence	0	0	0	3	0	4.00	3
Understanding your own abilities, interests, and	0	0	0	3	0	4.00	3
Fulfilling citizenship responsibilities	0	0	0	3	0	4.00	3
Developing good health habits and physical fitness	0	0	1	2	0	3.67	3
Increasing knowledge in chosen academic field	0	0	0	3	0	4.00	3
Completing job or career requirements	0	0	0	3	0	4.00	3
Completing degree or certification requirements	0	0	0	3	0	4.00	3
Improving leadership ability	0	0	0	3	0	4.00	3
						answered question	3
						skipped question	0

NSU GSS (undergraduates only) Fall 2013		
1. Please enter your eight or nine digit student identification number.		
Answer Options	Response Count	
	4	
	<i>answered question</i>	4
	<i>skipped question</i>	0
2. Indicate Degree Earned		
Answer Options	Response Percent	Response Count
Associate's	0.0%	0
Bachelor's	100.0%	4
	<i>answered question</i>	4
	<i>skipped question</i>	0
3. Indicate Major		
Answer Options	Response Percent	Response Count
History	100.0%	4
	<i>answered question</i>	4
	<i>skipped question</i>	0
4. What is MOST LIKELY to be your PRINCIPAL activity upon graduation? Select all that apply.		
Answer Options	Response Percent	Response Count
Employment, full-time paid	75.0%	3
Employment, part-time paid	25.0%	1
Graduate or Professional School, full-time	0.0%	0
Graduate or Professional School, part-time	0.0%	0
Additional Undergraduate Coursework	0.0%	0
Military Service	0.0%	0
Volunteer Activity (e.g., Peace Corps)	0.0%	0
Starting or Raising a Family	0.0%	0
Other	0.0%	0
	<i>answered question</i>	4
	<i>skipped question</i>	0

5. Indicate the degree you ultimately plan to earn.							
Answer Options	Response Percent	Response Count					
Bachelor's	50.0%	2					
Master's	50.0%	2					
Specialist	0.0%	0					
Professional	0.0%	0					
Doctorate	0.0%	0					
		answered question	4				
		skipped question	0				

6. Indicate your satisfaction with how your education has helped you in the following areas.							
Answer Options	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	N/A	Rating Average	Response Count
To communicate effectively in oral and written English	0	0	2	2	0	3.50	4
To read with comprehension	0	0	3	1	0	3.25	4
To reason abstractly and think critically	0	0	2	2	0	3.50	4
To use numerical data and statistics	0	0	4	0	0	3.00	4
To apply the scientific method	0	0	3	0	1	3.00	4
To apply key technological and informational	0	0	4	0	0	3.00	4
To acquire skills needed to learn independently	0	0	2	2	0	3.50	4
To know the nature of cultural diversity	0	0	3	1	0	3.25	4
To know the nature and value of the visual and	0	0	2	2	0	3.50	4
To acquire skills needed to develop a personal value	0	0	4	0	0	3.00	4
To explain the American political and economic	0	0	4	0	0	3.00	4
To increase knowledge of international education	0	0	3	0	1	3.00	4
						answered question	4
						skipped question	0

7. Indicate your level of satisfaction with how your experiences at NSU have helped you in the following areas:							
Answer Options	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	N/A	Rating Average	Response Count
Working cooperatively as a group member	0	0	2	2	0	3.50	4
Developing personal independence	0	0	2	2	0	3.50	4
Understanding your own abilities, interests, and	0	0	1	3	0	3.75	4
Fulfilling citizenship responsibilities	0	0	3	1	0	3.25	4
Developing good health habits and physical fitness	0	0	3	1	0	3.25	4
Increasing knowledge in chosen academic field	0	0	3	1	0	3.25	4
Completing job or career requirements	0	0	3	1	0	3.25	4
Completing degree or certification requirements	0	0	3	1	0	3.25	4
Improving leadership ability	0	0	2	2	0	3.50	4
						answered question	4
						skipped question	0

Northwestern State University Graduating Senior Survey (undergraduates only) Spring 2013 - History		
1. Please enter your eight or nine digit student identification number.		
Answer Options	Response Count	
	6	
<i>answered question</i>		6
<i>skipped question</i>		0
2. Indicate Degree Earned		
Answer Options	Response Percent	Response Count
Associate's	0.0%	0
Bachelor's	100.0%	6
<i>answered question</i>		6
<i>skipped question</i>		0
3. Indicate Major		
Answer Options	Response Percent	Response Count
History	100.0%	6
<i>answered question</i>		6
<i>skipped question</i>		0
4. What is MOST LIKELY to be your PRINCIPAL activity upon graduation? Select all that apply.		
Answer Options	Response Percent	Response Count
Employment, full-time paid	50.0%	3
Employment, part-time paid	50.0%	3
Graduate or Professional School, full-time	66.7%	4
Graduate or Professional School, part-time	0.0%	0
Additional Undergraduate Coursework	16.7%	1
Military Service	0.0%	0
Volunteer Activity (e.g., Peace Corps)	16.7%	1
Starting or Raising a Family	0.0%	0
Other	33.3%	2
<i>answered question</i>		6
<i>skipped question</i>		0

5. Indicate the degree you ultimately plan to earn.							
Answer Options	Response Percent	Response Count					
Bachelor's	33.3%	2					
Master's	33.3%	2					
Specialist	0.0%	0					
Professional	0.0%	0					
Doctorate	33.3%	2					
		answered question	6				
		skipped question	0				
6. Indicate your satisfaction with how your education has helped you in the following areas.							
Answer Options	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	N/A	Rating Average	Response Count
To communicate effectively in oral and written English	0	0	4	2	0	3.33	6
To read with comprehension	0	0	4	2	0	3.33	6
To reason abstractly and think critically	0	0	2	4	0	3.67	6
To use numerical data and statistics	0	2	4	0	0	2.67	6
To apply the scientific method	0	2	2	2	0	3.00	6
To apply key technological and informational	0	0	5	1	0	3.17	6
To acquire skills needed to learn independently	0	1	2	3	0	3.33	6
To know the nature of cultural diversity	0	0	4	2	0	3.33	6
To know the nature and value of the visual and	0	0	5	1	0	3.17	6
To acquire skills needed to develop a personal value	0	0	3	1	2	3.25	6
To explain the American political and economic	0	1	2	3	0	3.33	6
To increase knowledge of international education	0	0	3	1	2	3.25	6
		answered question	6				
		skipped question	0				
7. Indicate your level of satisfaction with how your experiences at NSU have helped you in the following areas:							
Answer Options	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	N/A	Rating Average	Response Count
Working cooperatively as a group member	0	1	4	1	0	3.00	6
Developing personal independence	0	0	4	2	0	3.33	6
Understanding your own abilities, interests, and	0	0	3	3	0	3.50	6
Fulfilling citizenship responsibilities	0	0	5	1	0	3.17	6
Developing good health habits and physical fitness	0	1	4	1	0	3.00	6
Increasing knowledge in chosen academic field	0	0	1	5	0	3.83	6
Completing job or career requirements	0	1	3	2	0	3.17	6
Completing degree or certification requirements	0	1	2	3	0	3.33	6
Improving leadership ability	0	0	4	2	0	3.33	6
		answered question	6				
		skipped question	0				

Northwestern State University Graduating Senior Survey
(undergraduates only) Fall 2012

History

1. Indicate Degree Earned

AnswerOptions	Response Percent	ResponseCount
Associate's	0.0%	0
Bachelor's	100.0%	1
<i>AnsweredQuestion</i>		1
<i>SkippedQuestion</i>		0

2. Indicate Major

AnswerOptions	Response Percent	ResponseCount
History	100.0%	1
<i>AnsweredQuestion</i>		1
<i>SkippedQuestion</i>		0

3. What is MOST LIKELY to be your PRINCIPAL activity upon graduation? Select all that apply.

AnswerOptions	Response Percent	ResponseCount
Employment, full-time paid	100.0%	1
Employment, part-time paid	0.0%	0
Graduate or Professional School, full-time	0.0%	0
Graduate or Professional School, part-time	0.0%	0
Additional Undergraduate Coursework	0.0%	0
Military Service	0.0%	0
Volunteer Activity (e.g., Peace Corps)	0.0%	0
Starting or Raising a Family	0.0%	0
Other	0.0%	0
<i>AnsweredQuestion</i>		1
<i>SkippedQuestion</i>		0

4. Indicate the degree you ultimately plan to earn.

AnswerOptions	Response Percent	ResponseCount
Bachelor's	100.0%	1
Master's	0.0%	0
Specialist	0.0%	0
Professional	0.0%	0
Doctorate	0.0%	0
<i>AnsweredQuestion</i>		1
<i>SkippedQuestion</i>		0

5. Indicate your satisfaction with how your education has helped you in the following areas.

AnswerOptions	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	N/A	Rating Average	Response Count
To communicate effectively in oral and written English	0	0	1	0	0	3.00	1
To read with comprehension	0	0	1	0	0	3.00	1
To reason abstractly and think critically	0	0	1	0	0	3.00	1
To use numerical data and statistics	0	0	1	0	0	3.00	1
To apply the scientific method	0	0	1	0	0	3.00	1
To apply key technological and informational	0	0	1	0	0	3.00	1
To acquire skills needed to learn independently	0	0	1	0	0	3.00	1
To know the nature of cultural diversity	0	0	1	0	0	3.00	1
To know the nature and value of the visual and	0	0	1	0	0	3.00	1
To acquire skills needed to develop a personal value	0	0	1	0	0	3.00	1
To explain the American political and economic	0	0	1	0	0	3.00	1
To increase knowledge of international education	0	0	1	0	0	3.00	1
<i>AnsweredQuestion</i>						1	
<i>SkippedQuestion</i>						0	

6. Indicate your level of satisfaction with how your experiences at NSU have helped you in the following areas:

AnswerOptions	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	N/A	Rating Average	Response Count
Working cooperatively as a group member	0	0	1	0	0	3.00	1
Developing personal independence	0	0	1	0	0	3.00	1
Understanding your own abilities, interests, and	0	0	1	0	0	3.00	1
Fulfilling citizenship responsibilities	0	0	1	0	0	3.00	1
Developing good health habits and physical fitness	0	0	1	0	0	3.00	1
Increasing knowledge in chosen academic field	0	0	1	0	0	3.00	1
Completing job or career requirements	0	0	1	0	0	3.00	1
Completing degree or certification requirements	0	0	1	0	0	3.00	1
Improving leadership ability	0	0	1	0	0	3.00	1
<i>AnsweredQuestion</i>						1	
<i>SkippedQuestion</i>						0	

Northwestern State University

Graduating Senior Survey

(undergraduates only)

Spring 2012

HISTORY					
GENERAL ITEMS					
1. Indicate Degree Earned					
Associate's		0	0%		
Bachelor's		2	100%		
Total		2	100%		
2. Indicate Major					
History		2	100%		
Total		2	100%		
3. What is MOST LIKELY to be your PRINCIPAL activity upon graduation? Select all that apply.					
Employment, full-time paid		1	50%		
Employment, part-time paid		0	0%		
Graduate or Professional School, full-time		1	50%		
Graduate or Professional School, part-time		0	0%		
Additional Undergraduate Coursework		0	0%		
Military Service		0	0%		
Volunteer Activity (e.g., Peace Corps)		0	0%		
Starting or Raising a Family		0	0%		
Other		0	0%		

4. Indicate the degree you ultimately plan to earn.					
Bachelor's		0	0%		
Master's		2	100%		
Specialist		0	0%		
Professional		0	0%		
Doctorate		0	0%		
Total		2	100%		

5. Indicate your satisfaction with how your education has helped you in the following areas.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	N/A
To communicate effectively in oral and written English	0 0%	0 0%	1 50%	1 50%	0 0%
To read with comprehension	0 0%	0 0%	0 0%	2 100%	0 0%
To reason abstractly and think critically	0 0%	0 0%	2 100%	0 0%	0 0%
To use numerical data and statistics	0 0%	0 0%	2 100%	0 0%	0 0%
To apply the scientific method	0 0%	0 0%	0 0%	1 100%	0 0%
To apply key technological and informational applications	0 0%	0 0%	0 0%	2 100%	0 0%
To acquire skills needed to learn independently	0 0%	0 0%	1 50%	1 50%	0 0%
To know the nature of cultural diversity	0 0%	0 0%	0 0%	2 100%	0 0%
To know the nature and value of the visual and performing arts	0 0%	0 0%	1 50%	1 50%	0 0%
To acquire skills needed to develop a personal value system	0 0%	0 0%	1 50%	1 50%	0 0%
To explain the American political and economic system	0 0%	0 0%	0 0%	2 100%	0 0%
To increase knowledge of international education through the study of arts & culture of other countries	0 0%	0 0%	0 0%	2 100%	0 0%

6. Indicate your level of satisfaction with how your experiences at NSU have helped you in the following areas :

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	N/A
Working cooperatively as a group member	0 0%	0 0%	0 0%	2 100%	0 0%
Developing personal independence	0 0%	0 0%	0 0%	2 100%	0 0%
Understanding your own abilities, interests, and personality	0 0%	0 0%	1 50%	1 50%	0 0%
Fulfilling citizenship responsibilities	0 0%	0 0%	0 0%	2 100%	0 0%
Developing good health habits and physical fitness	0 0%	0 0%	0 0%	2 100%	0 0%
Increasing knowledge in chosen academic field	0 0%	0 0%	0 0%	2 100%	0 0%
Completing job or career requirements	0 0%	0 0%	1 50%	1 50%	0 0%
Completing degree or certification requirements	0 0%	0 0%	0 0%	2 100%	0 0%
Improving leadership ability	0 0%	0 0%	0 0%	2 100%	0 0%

Northwestern State University
Graduating Senior Survey
(undergraduates only)
Fall 2011

GENERAL ITEMS

1. Indicate Degree Earned

Associate's	0	0%
Bachelor's	2	100%
Total	2	100%

2. Indicate Major

History	2	100%
Total	2	100%

3. What is MOST LIKELY to be your PRINCIPAL activity upon graduation? Select all that apply.

Employment, full-time paid	0	0%
Employment, part-time paid	1	50%
Graduate or Professional School, full-time	0	0%
Graduate or Professional School, part-time	0	0%
Additional Undergraduate Coursework	1	50%
Military Service	0	0%
Volunteer Activity (e.g., Peace Corps)	0	0%
Starting or Raising a Family	0	0%
Other	0	0%

4. Indicate the degree you ultimately plan to earn.				
Bachelor's	1	50%		
Master's	1	50%		
Specialist	0	0%		
Professional	0	0%		
Doctorate	0	0%		
Total	2	100%		

5. Indicate your satisfaction with how your education has helped you in the following areas.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	NA
To communicate effectively in oral and written English	0 0%	0 0%	1 50%	1 50%	0 0%
To read with comprehension	0 0%	0 0%	1 50%	1 50%	0 0%
To reason abstractly and think critically	0 0%	1 50%	0 0%	1 50%	0 0%
To use numerical data and statistics	1 50%	1 50%	0 0%	0 0%	0 0%
To apply the scientific method	0 0%	1 50%	0 0%	1 50%	0 0%
To apply key technological and informational applications	0 0%	0 0%	1 50%	1 50%	0 0%
To acquire skills needed to learn independently	0 0%	1 50%	0 0%	1 50%	0 0%
To know the nature of cultural diversity	1 50%	0 0%	0 0%	1 50%	0 0%
To know the nature and value of the visual and performing arts	1 50%	0 0%	0 0%	1 50%	0 0%
To acquire skills needed to develop a personal value system	1 50%	0 0%	1 50%	0 0%	0 0%
To explain the American political and economic system	0 0%	1 50%	1 50%	0 0%	0 0%
To increase knowledge of international education through the study of arts & culture of other countries	1 50%	0 0%	1 50%	0 0%	0 0%

6. Indicate your level of satisfaction with how your experiences at NSU have helped you in the following areas:

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	N/A
Working cooperatively as a group member	0 0%	0 0%	2 100%	0 0%	0 0%
Developing personal independence	0 0%	0 0%	1 50%	1 50%	0 0%
Understanding your own abilities, interests, and personality	0 0%	0 0%	1 50%	1 50%	0 0%
Fulfilling citizenship responsibilities	1 50%	0 0%	0 0%	1 50%	0 0%
Developing good health habits and physical fitness	0 0%	0 0%	2 100%	0 0%	0 0%
Increasing knowledge in chosen academic field	0 0%	0 0%	1 50%	1 50%	0 0%
Completing job or career requirements	1 50%	0 0%	0 0%	1 50%	0 0%
Completing degree or certification requirements	1 50%	0 0%	0 0%	1 50%	0 0%
Improving leadership ability	0 0%	0 0%	1 50%	1 50%	0 0%