

Neosho County Community College

History Program Review

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04/30/2010

**Program Review
History
2004/2005 Academic Year
Through
2008/2009 Academic Year**

Section 1 Mission Statement

The mission of the History Program at NCCC is to enrich our community's and student's lives by learning significant events of American and World history and practicing historical literacy skills.

Purpose Statements

Our Purposes are:

Student learning through . . .

The meeting of students' needs,
Quality educational programs, and
Effective assessment processes;

The History program at NCCC provides students the opportunity to learn how to frame an historical inquiry and to gather and present information. Students are given the opportunity to learn from the use of primary and secondary sources, as they practice the skills of researching, analyzing, and drawing conclusions about historical events. Standards for students in the various courses included in the history program are high, and articulate with the standards for individual courses developed by the Kansas Core Outcomes Project. Student learning is assessed through evaluating student achievement on various assignments and tests addressing the course outcomes.

Student success through . . .

Providing personal attention,
Individualized advising, and
The opportunity to meet personal goals.

The History program at NCCC offers students the opportunity to succeed by providing personal attention in meeting their goals. Frequent attention is paid to the articulation of courses to provide seamless transfer to four-year institutions. The faculty advise students on the specific courses needed, based on their personal needs, program specifications, and transfer institution requirements.

Ensuring access through . . .

Affordability,
Flexible delivery and scheduling methods,
Responsive student services, and
Safe and comprehensive facilities.

The History program at NCCC ensures student access by offering courses at a variety of times. Courses are available on both campuses during the day and evenings, with additional offerings available during weekends and on-line. Classes use a variety of media to present historical information, including PowerPoint, DVD, video, as well as museum and site visits.

Responsiveness to our stakeholders through . . .

Open communication,
Ethical management of resources,
Accountability, and
The development of leaders.

The History program at NCCC responds to stakeholders by developing historical literacy skills in students. The program was funded through the social science budget until 2007/2008 academic year. At that time a separate history budget account was created for this program.

Meeting community needs through . . .

Collaboration and innovation,
Lifelong learning opportunities,
A commitment to diversity
Cultural enrichment, and
The providing of an educated workforce.

The History program at NCCC has a wide variety of courses that are available for all members of the community, from high school students to non-traditional and returning students.

Section 2 Curriculum of Program and Outcomes Assessment

Program Outcomes: See Appendix I

Program Core Courses: (Courses listed in current catalog)

HIST 101	World Civilization I	3 credit hours
HIST 102	World Civilization II	3 credit hours
HIST 200	Recent American History	3 credit hours
HIST 201	US History I	3 credit hours
HIST 202	US History II	3 credit hours

HIST 240	World Geography	3 credit hours
SOSC 100	Introduction to Sociology	3 credit hours
SOSC 101	American Government I	3 credit hours
SOSC 102	State and Local Government	3 credit hours

Assessment Methods:

Course:

All of the courses that make up the program requirements for the History program are General Education courses at NCCC. As such, they are required to assess student learning of the identified course outcomes. This is done by a variety of methods, as determined by each course instructor. The most common means of assessment are imbedded assessment based on course assignments and tests, pre and post-tests of specific course outcomes. These course assessments are reported at the end of each semester through the NCCC course assessment system.

Program:

Program assessment for the History program is accomplished by gathering the individual course assessment data, using the History Program Assessment Matrix found in Appendix II.

Results of Assessment:

Program Assessments began in 2006/2007 so all data will begin from there. The latest assessment data shows US history courses are meeting their goals. American Government and Sociology classes still have a few unmet goals therefore they are changing curriculum to meet these needs.

Changes to Instruction/Curriculum/Outcomes as a Result of Assessment:

The History Program is looking into changes the courses that are embedded in the program. Sociology will be excluded in the future because it is not related to the History Program. Also, American Government I and American Government II will be changing in the future for like reasons. However Western Civilization I, Western Civilization II, and Eastern Civilizations will be added.

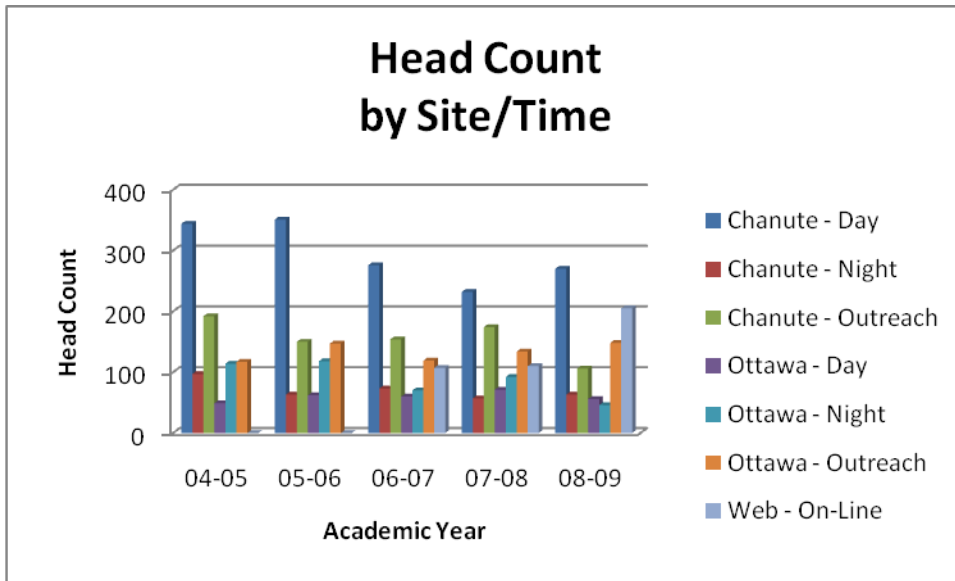
Section 3 Enrollment and Costs:

Enrollment:

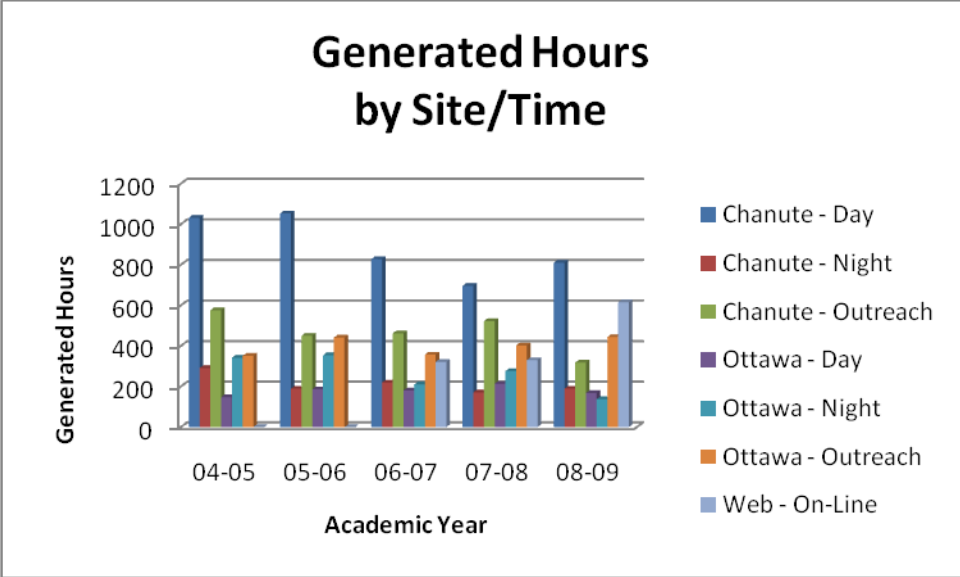
There are few students who list History as their major when they enroll at NCCC. This number does not reflect the number of students who choose either History or Education with an emphasis in History as a major while they are students of NCCC. In addition, the courses that are part of the History program also support the general education program at NCCC.

As evidenced by the accompanying charts, the overall headcount and credit hour production of History program core courses has been steady. One thing that has supported the steady enrollment in History program courses is the predictable rotation of

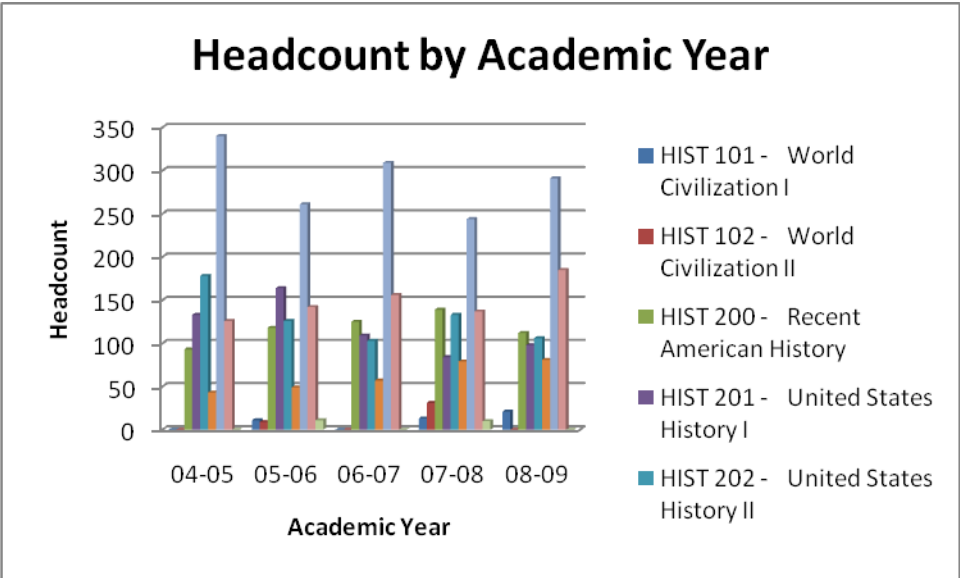
courses. It is the policy of the History department to rotate courses on the Chanute campus, offering US History I each semester, US History II each semester, Recent American History each semester, and World Geography each semester. Beginning next year World Civilization I will be offered every fall semester and World Civilization II every spring semester. American Government I is offered each fall semester and spring semester, with State and Local Government offered the alternate spring semester. In addition, course offerings for evenings, summers, and intersession are rotated among the most popular US History, World Geography, and American Government courses, to allow all students access to the courses they need.

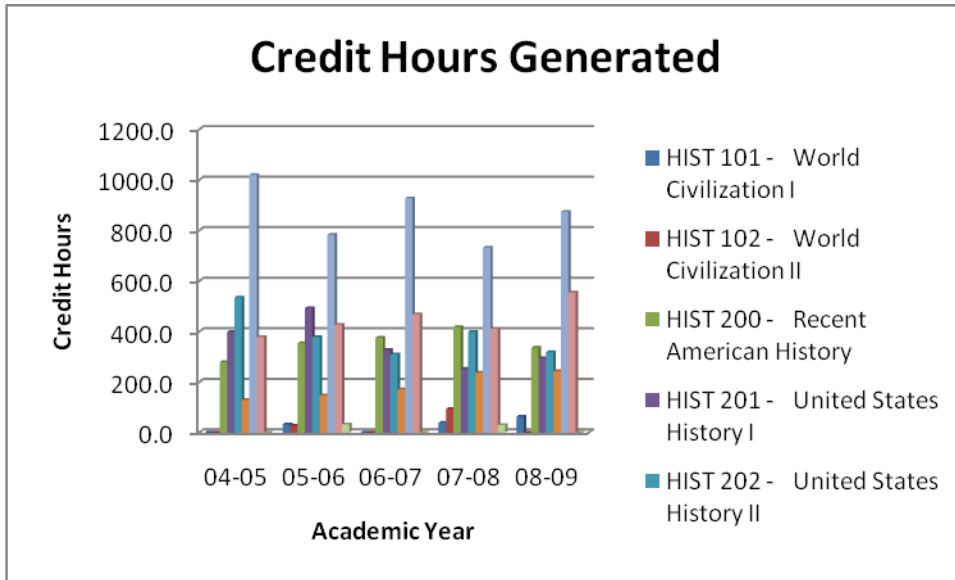


Note: The increase in enrollment in online classes over the past 3 years is due to the development of the classes in an online capacity. It is forecasted that these numbers will steadily increase as more classes are developed and offered.



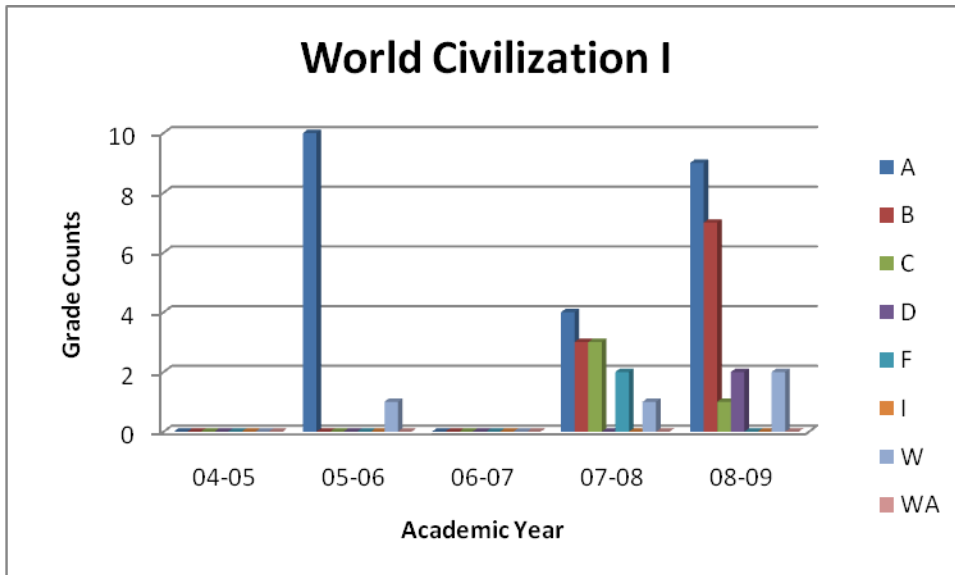
Note: The increase in online classes is due to the development of more classes in the History Program. It is assumed that these numbers will steadily increase as more classes are developed and offered in the program.



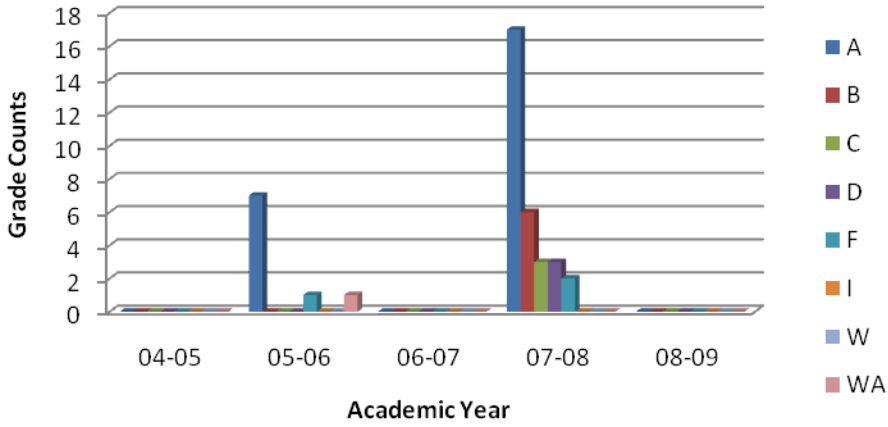


Grade Distribution:

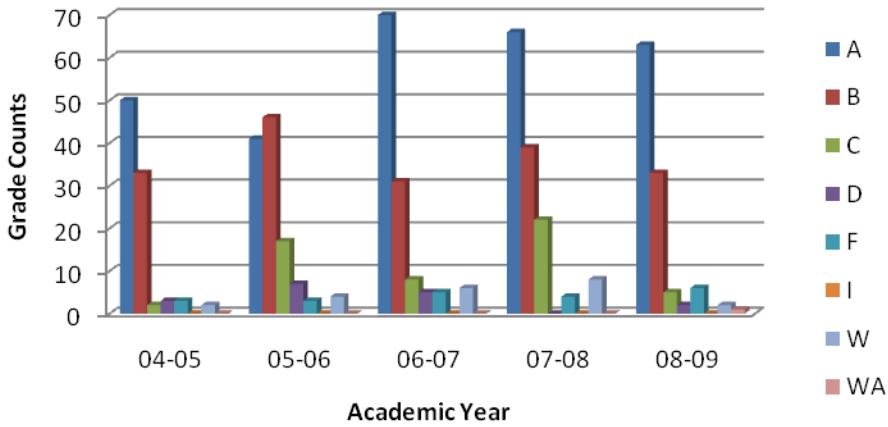
Grade distributions for the History program core courses are appropriate and are steady over time. The student withdrawals are within acceptable levels.



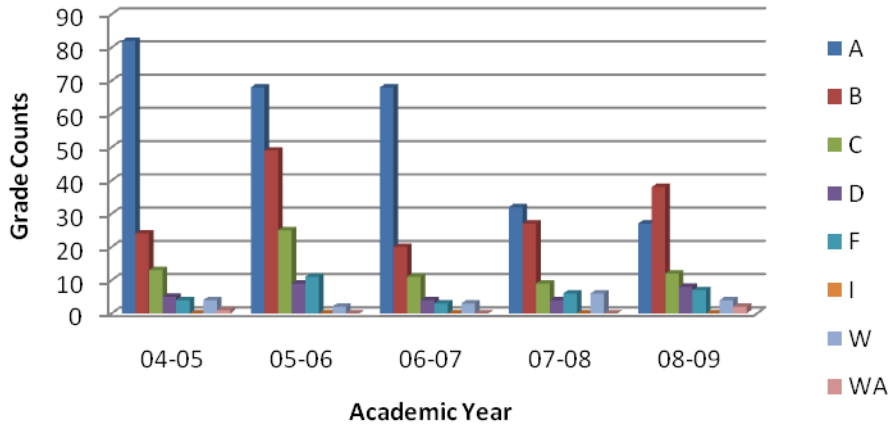
World Civilization II



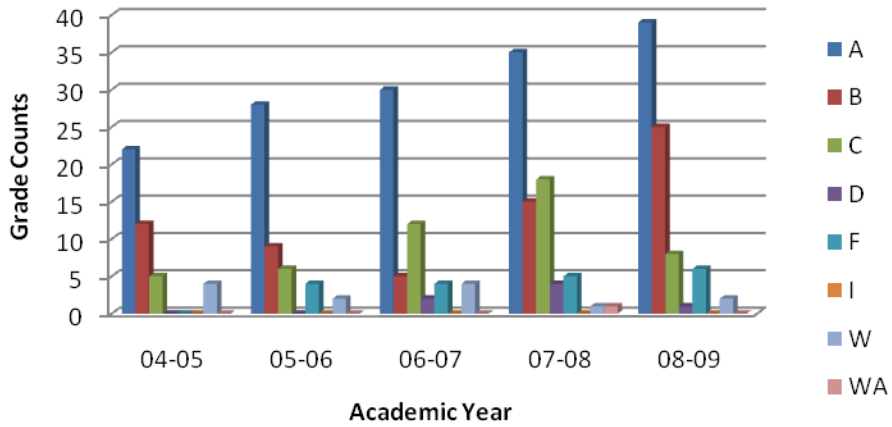
Recent American History

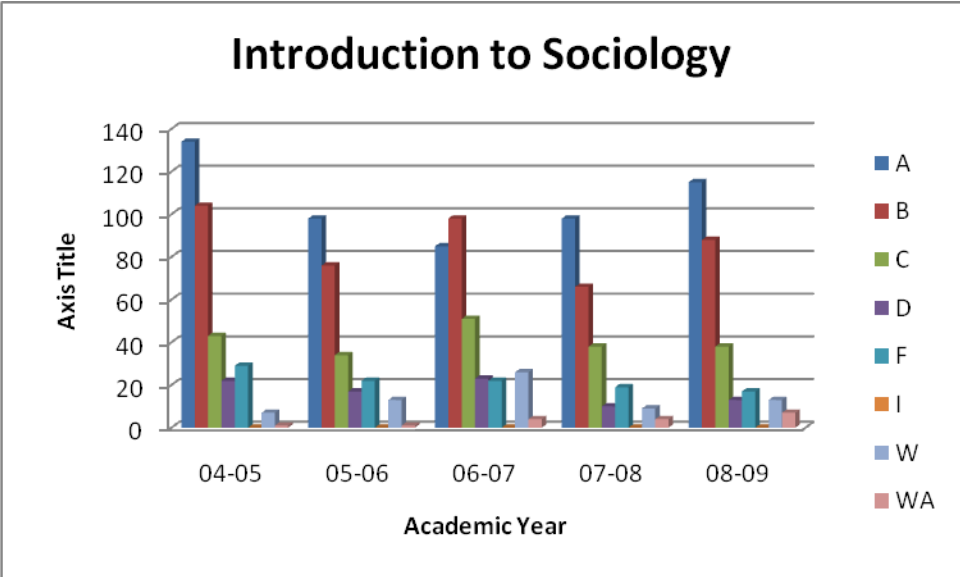
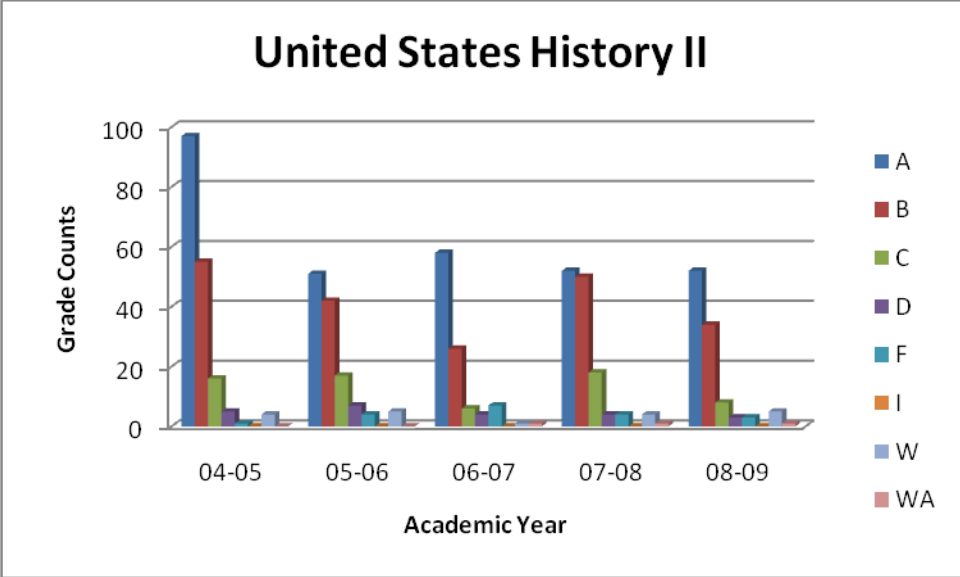


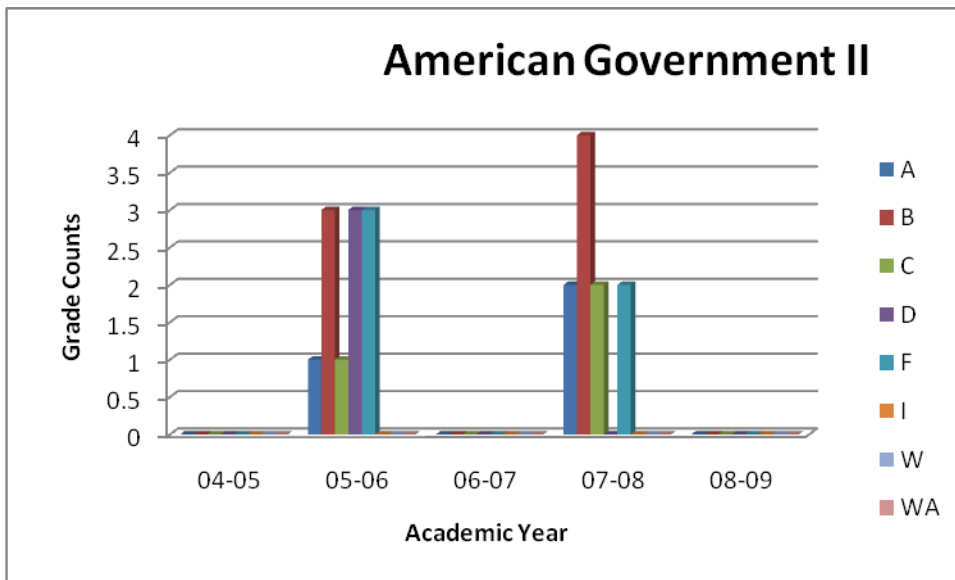
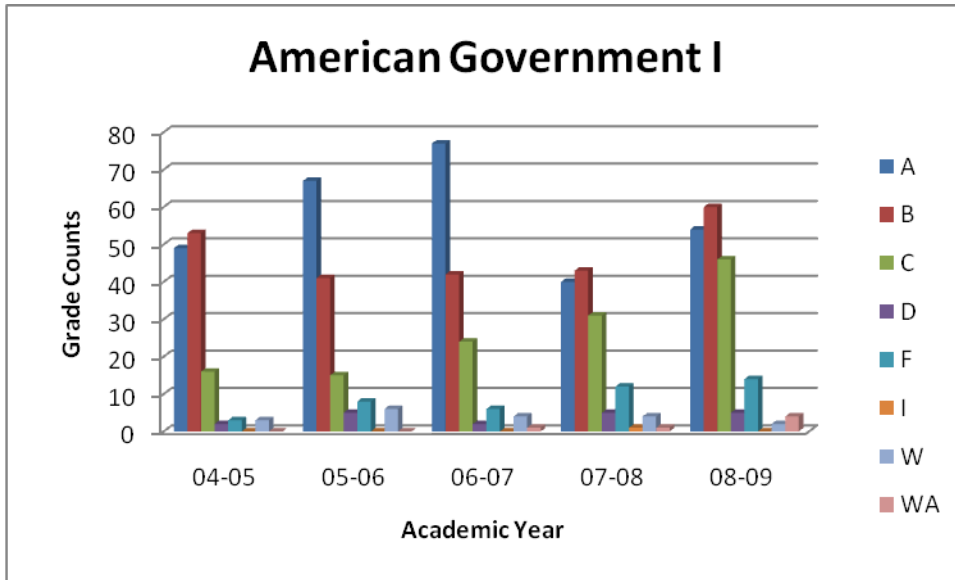
United States History I



World Geography

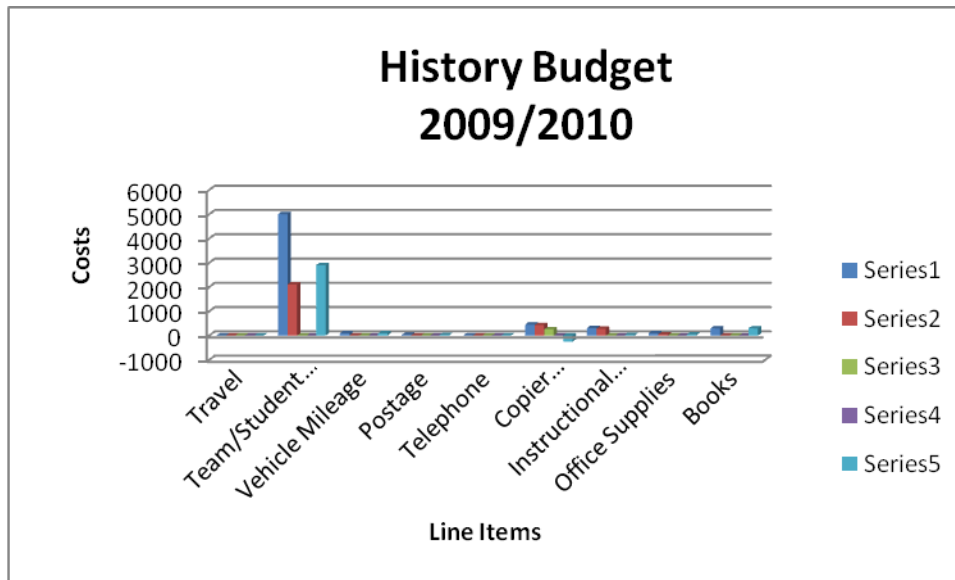






Costs:

History was separated from the Social Science budget in 2008/2009 due to the increase in student involvement. Due to the trips made with the history club, the travel budget has been increased. Also, it was separated from Psychology and Sociology for better tracking of budget expenditures.



Section 4 Faculty

The general education courses for the History program are taught by instructors in the fields. There is one full-time instructor in the History program at the Chanute campus. The full-time instructor has a Master's degree in History. There is also a full-time instructor at the Ottawa Campus. Additional courses at the Chanute campus, Ottawa campus courses, and Outreach courses are taught by adjunct instructors, who are required to have a Master's degree.

Section 5 SWOT Analysis of History Program

Strengths:

1. History program courses are available to assist students in completing general education requirements.
2. History program courses are offered at a wide variety of times and include on-line offerings.
3. History program courses articulate with Kansas Board of Regents institutions via the Kansas Core Outcomes meetings.
4. The addition of a full-time History Instructor at the Ottawa campus
5. Enrollment in History program courses is consistently high, with many different courses available to students each semester.
6. Headcounts have remained steady throughout the years.
7. Online enrollment has increased.

Weaknesses:

1. Concerns in regards to communication between adjunct, concurrent, and full time faculty.
2. Past weaknesses showed the need for full-time faculty in Ottawa. That has been taken care of with the addition of Kevin Blackwell to the faculty.

Opportunities:

1. The History program needs to begin efforts to collaborate with local historical associations, museums, and community organizations to support historical literacy in the community as well as NCCC.

Threats:

1. Changes in general education requirements at the Kansas Regents institutions are always a danger, as the majority of NCCC students transfer to regent's institutions.

Section 6 Justification/Recommendations for History Program

The History program at NCCC should be retained/maintained for the following reasons:

1. The History program supports the mission of NCCC and serves the needs of students.
2. History program courses support the general education program of NCCC.
3. Consistently high enrollment in all program courses and recent expansion of weekend and on-line offerings show the continued demand for program courses.

Additional resources required to maintain or strengthen the program:

1. More library resources for both the Chanute and Ottawa campuses would be a great benefit to the program.

Appendix 1

History Program Outcomes

1. Demonstrate the ability to frame an inquiry and gather and present information using basic research methodology.
 - a. Utilize various information resources to conduct research.
 - b. Distinguish between primary and secondary sources.
 - c. Utilize proper forms of citation to present information.
 - d. Demonstrate the use of acceptable fundamentals of writing.
2. Develop an understanding of the theoretical foundations of social and behavioral sciences.
 - a. Articulate a view of history as a series of historiographical discussions.
 - b. Demonstrate knowledge and understanding of historical information.
 - c. Demonstrate knowledge and understanding of the structure and function of various governmental systems.
3. Analyze the role that differences in culture plays in history.
 - a. Define the terms multiculturalism, ethnocentrism, assimilation, and acculturation.
 - b. Evaluate the role of cultural differences in historical events.
4. Demonstrate the ability to think critically and analyze information.
 - a. Draw conclusions concerning the causes and effects of events.
 - b. Demonstrate the ability to choose relevant information.

Appendix 2

History Program Assessment Matrix Associate of Arts (AA)--History

History Specific Skills Outcomes

1. Demonstrate ability to frame an inquiry and gather and present information using basic research methodology.
 - a. Utilize various information resources to conduct research.
 - b. Distinguish between primary and secondary sources.
 - c. Utilize proper forms of citation to present information.
 - d. Demonstrate the use of acceptable fundamentals of writing.
 - e. Present information and arguments in an organized manner.
2. Develop an understanding of the theoretical foundations of social and behavioral sciences.
 - a. Articulate a view of history as a series of historiographical discussions.
 - b. Demonstrate knowledge and understanding of historical information.
 - c. Demonstrate knowledge and understanding of the structure and function of various governmental systems.
3. Analyze the role that differences in culture plays in history.

- a. Define the terms multiculturalism, ethnocentrism, assimilation, and acculturation.
 - b. Evaluate the role of cultural differences in historical events.
4. Demonstrate the ability to think critically and analyze information.
- a. Draw conclusions concerning the causes and effects of events.
 - b. Demonstrate the ability to choose relevant information.

Course Number	Course Name	Program Outcome 1	Program Outcome 2	Program Outcome 3	Program Outcome 4
HIST 201	US History I	CO3	CO1	CO2	CO2
HIST 202	US History II	CO3	CO1	CO2	CO2
HIST 101	World Civilization I	CO1, 6	CO2, 4, 7, 11, 12, 16	CO 5, 8, 10, 13	CO 3, 9, 14, 15
HIST 102	World Civilization II		CO 3, 4, 5, 7, 8, 9, 13, 15, 16, 17, 18, 20	CO 6, 10, 11, 12, 19, 22, 24	CO12, 14, 21, 23
SOSC100	Intro to Sociology		CO 1, 3, 4	CO 2, 5, 6, 7	
SOSC 101	American Government I	CO3	CO1	CO2	CO2
SOSC 102	State and Local Government	CO1-9	CO1-9	CO1-9	CO1-9

CO = Course Outcome Number

Program Assessment History 08-09

History Specific Skills Outcomes

5. Demonstrate ability to frame an inquiry and gather and present information using basic research methodology.
 - a. Utilize various information resources to conduct research.
 - b. Distinguish between primary and secondary sources.
 - c. Utilize proper forms of citation to present information.
 - d. Demonstrate the use of acceptable fundamentals of writing.
 - e. Present information and arguments in an organized manner

<u>COURSE</u>	<u>COURSE</u> <u>TITLE</u>	<u>CRSE</u> <u>OTCM</u>	<u># STDNTS</u> <u>ASSESSED</u>	<u>WEIGHTED</u>	<u>GOALS</u>	<u>GOALS</u>
				<u>AVERAGE</u> <u>%</u>	<u>MET</u>	<u>UNMET</u>
HIST 201	United States History I	3	80	82	3	0
HIST 202	United States History II	3	46	79	2	0
HIST 101	World Civilization I	3	19	89	1	0
SOSC 101	American Gov I	3	104	76	3	2
TOTALS		4	249	79	9	2

1. What is the outcome?

Demonstrate ability to frame an inquiry and gather and present information using basic research methodology.

2. Are the students learning the outcome, i.e. are they meeting the educational goal?

Yes , they are exceeding the 70% goal.

3. How does the data support your analysis of student learning?

Goal was met in the above courses.

4. What program changes are being made to enhance student learning?

Western Civilizations I, Western Civilizations II and Eastern Civilizations are being added to the program

5. Are there any budgetary considerations that need to be made?

Increased budget for materials to be used by students, especially for research projects.

2. Develop an understanding of the theoretical foundations of social and behavioral sciences.
 - a. Articulate a view of history as a series of historiographical discussions.
 - b. Demonstrate knowledge and understanding of historical information. Demonstrate knowledge and understanding of the structure and function of various governmental systems

HIST 201	United States History I	1	80	78	3	0	100%	0%
HIST 202	United States History II	1	46	79	2	0	100%	0%
HIST 101	World Civilization I	1	19	80	1	0	100%	0%
SOSC 100	Introduction to Sociology	1	232	86	11	3	79%	21%
SOSC 100	Introduction to Sociology	3	232	78	9	5	64%	36%
SOSC 100	Introduction to Sociology	4	232	76	11	3	79%	21%
SOSC 101	American Gov I	1	104	73	4	1	80%	20%
TOTALS		7	945	79	41	12	77%	23%

1. What is the outcome?

Develop an understanding of theoretical foundations of social and behavioral sciences

2. Are the students learning the outcome, i.e. are they meeting the educational goal?

Yes, all classes have met the goal except for the Introduction to Sociology course. This course will no longer be included in the History Program

3. How does the data support your analysis of student learning?

Goal has been met in all courses but 1

4. What program changes are being made to enhance student learning?

3 History courses are being added to the program and Sociology and government are being removed.

5. Are there any budgetary considerations that need to be made?

Increased budget for student materials.

3. Analyze the role that differences in culture plays in history.
 - a. Define the terms multiculturalism, ethnocentrism, assimilation, and acculturation.
 - b. Evaluate the role of cultural differences in historical events.

United States History I	2	80	80	3	0	100%	0%
United States History II	2	46	78	2	0	100%	0%
World Civilization I	2	19	85	1	0	100%	0%
Introduction to Sociology	2	232	77	9	5	64%	36%
Introduction to Sociology	5	232	79	13	1	93%	7%
Introduction to Sociology	6	232	74	7	7	50%	50%
Introduction to Sociology	7	224	69	5	8	38%	62%
American Gov I	2	104	78	4	1	80%	20%
TOTALS	8	1169	76	44	22	67%	33%

1. What is the outcome?

Analyze the role that differences in culture plays in history

2. Are the students learning the outcome, i.e. are they meeting the educational goal?

Goal was missed slightly at 67%

3. How does the data support your analysis of student learning?

Lessons need to be analyzed to met goal in future. Again, the Sociology course will no longer be included which will change the average of the goals.

4. What program changes are being made to enhance student learning?

Sociology has added a homework assignment related to family culture

5. Are there any budgetary considerations that need to be made?

Yes, increase in budgets for student materials.

4. Demonstrate the ability to think critically and analyze information.
 - a. Draw conclusions concerning the causes and effects of events.
 - b. Demonstrate the ability to choose relevant information

HIST 201	United States History I	2	80	80	3	0	100%	0%
HIST 202	United States History II	2	46	78	2	0	100%	0%
HIST 101	World Civilization I	2	19	85	1	0	100%	0%
SOSC 101	American Gov I	2	104	78	4	1	80%	20%
TOTALS		4	249	79	10	1	91%	9%

1. What is the outcome?

Demonstrate the ability to think critically and analyze information

2. Are the students learning the outcome, i.e. are they meeting the educational goal?

Yes by 91%

3. How does the data support your analysis of student learning?

Goal has been met

4. What program changes are being made to enhance student learning?

Changes in program

5. Are there any budgetary considerations that need to be made? None

History Program Cost per FTE Calculation

Full Time Instruction				
Instructor	Salary	Cost per Credit Hour Taught (Salary /15 hours)	Credit Hours Taught	Total Cost
	\$	\$		\$
Ayers, Mindy H	37,391.00	2,492.73	93	231,824.20
	\$	\$		\$
Blackwell, Kevin	39,789.00	2,652.60	6	15,915.60
	\$	\$		\$
Eldridge, Mark G	32,000.00	2,133.33	18	38,400.00
	\$	\$		\$
Furst, William C	32,000.00	2,133.33	12	25,600.00
	\$	\$		\$
Grady, Thomas J	32,000.00	2,133.33	18	38,400.00
	\$	\$		\$
Harris, Sara M	32,000.00	2,133.33	138	294,400.00
	\$	\$		\$
Randolph, Gayle C	28,010.00	1,867.33	135	252,090.00
		Total Credit Hours Taught	420	\$
		Total Cost Full Time		896,629.80
Adjunct Instruction		Total Credit Hours Taught	414	\$
		Total Cost Adjunct (Hours*425)		175,950.00
		Total Cost of Instruction		\$ 1,072,579.80

Cost per FTE Calculation

	Generated Hours	
	Full-Time	7527
	Adjunct	5754
	Total Generated Hours	13281
	Total FTE (Generated Hours/30)	442.7
	Cost per FTE (Total Cost/Total FTE)	\$ 2,422.81

Appendix: New Matrix starting 2010

**History Program Assessment Matrix
Associate of Arts (AA)--History**

History Specific Skills Outcomes

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 - a. Utilize various information resources to conduct research.
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 - c. Demonstrate knowledge and understanding of the structure and function of various governmental systems.
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HIST 101	World Civilization I	CO1, 6	CO2, 4, 7, 11, 12, 16	CO 5, 8, 10, 13	CO 3, 9, 14, 15
HIST 102	World Civilization II		CO 3, 4, 5, 7, 8, 9, 13, 15, 16, 17, 18, 20	CO 6, 10, 11, 12, 19, 22, 24	CO12, 14, 21, 23
HUM 204	Western Civilization I		CO5, 6, 9	CO3, 4, 7, 8, 10	CO1, 2
HUM 205	Western Civilization II		CO5, 6, 9	CO3, 4, 7, 8, 10	CO1, 2
HUM 206	Eastern Civilizations	CO6	CO2	CO1, 3, 4	CO5

CO = Course Outcome Number