

INSTITUTIONAL EFFECTIVENESS REVIEW

~ HISTORY / 2008-2009 ~

The purpose of the review is to:

Assess the currency, scope, strengths, opportunities for improvement, and needs of the history program.

The process will involve the following steps:

The history faculty meet to discuss the Program Review Process.

The Program Review document is completed based on data compiled by the history faculty and the Social Science Division Chair.

The history faculty meet with the Division Chair to discuss the findings presented in the Program Review document.

The completed Institutional Effectiveness Review is submitted to the Dean of Arts and Science Education for review and feedback.

Additional follow-up meetings scheduled as needed to assess the status of the Learning Goals and Action Plans.

Time frames/timeline for the review will be:

The initial meeting took place in January 2009.

A meeting took place with the Division Chair in February 2009 to assess progress toward completing the Program Review.

The Program Review document was submitted to the Division Chair and the Dean of Arts and Science Education by the middle of March 2009.

The follow up with the Division Chair took place in March 2009.

The Dean of Arts and Science Education reviewed and provided feedback on April 17, 2009.

Additional follow up meetings scheduled as needed.

Program/Service: History
Date of Review: April 2009
Review Participants: Gabrielle Everett, MA, SCCT
Lisa Hollander, Diploma (London), MIA
Scott Holzer, MA, PhD

Overview

Purpose of the program and how it relates to college mission, values, vision:

The history department at Jefferson College promotes the study, teaching and assessment of historical developments that created our present world. Our goal is to help students understand the historical past so that they can better fulfill their roles as historical actors in creating our future society. A thorough understanding of history has proven relevant to a broad array of professions, whether it is business, law, education, finance, or communications. A major in history may lead to a career in education, museums, preservation, writing, civil service or social service. All courses in the history department are current and readily transferable to state universities and most private colleges.

The history department serves the state of Missouri and the College by providing part of the American and State Constitutional course requirement via the basic United States History survey course in two semesters. The history department also provides these classes in the Honors and Distance Learning programs on campus. In addition, the history department provides a Missouri History course, one of the few courses at the College to focus exclusively on our state.

The history department forms an integral part of the College's strong general education curriculum by providing a portion of the Humanities requirements with a series of civilization courses and specialized history courses. All College history courses have at their core, a major Jefferson College value, the promotion of academic freedom that challenges students and welcomes diversity of thought and discussion. These courses help to prepare students for excelling in a world of cultural and intellectual diversity.

Of the six General Education objectives of Jefferson College, history department courses figure prominently in three categories:

- I: Writing and speaking clearly and concisely using edited American English.*
- II. Analyzing the themes of human experiences through exploration of great works and ideas.*
- IV: Examining diverse historical and social events, as well as personal experiences, in order to determine possible sequences, relationships, and causes.*

The history department provides substantial leadership in the cultural, educational, economic, environmental, and social development within the community. History faculty have assisted in bringing historical events and relevant speakers to campus as well as providing information and interviews to JCTV and local media on various topics. Every full-time faculty member is fully involved in institutional service of some kind; indeed, history faculty currently serve in several leadership positions on an array of campus committees and groups.

Institutional Effectiveness Review

Present Status

Learning/Service and Action from 2004 Institutional Effectiveness Review:

| <i>Learning/Service Goal</i> | <i>Assessment Measurement/Action</i> | <i>Person(s) to Implement</i> | <i>Timeframe</i> | <i>Resource Implications</i> | <i>Use of results</i> |
|---|---|--------------------------------|---------------------|------------------------------|--|
| Goal 1 Realign Western Civilization sequence from 2 courses to 3 | Add Modern Europe HST 203 course; realign content of HST 201 and 202 | Everett/Holzer | Fall 2008 | Within annual budget | Added HST 203 to match current scholarship |
| Goal 2 Develop new course offerings for better variety | Create new courses and/or a rotating topics course called Topics in History | Everett Hollander Holzer | Within review cycle | Within annual budget | Added HST 230 and 205 to increase subject diversity for all students and community members |
| Goal 3 Develop guidance sheet for advising department in reference to reading and writing skills needed to succeed in history courses | Develop advising guidance process | Everett Hollander Holzer | Within review cycle | Within annual budget | Completed in conjunction with Student Services |

Innovative Changes (in last 5 years):

- 1) Created new course HST 203: History of Modern Europe
- 2) Another course reordered in content coverage HST202: Renaissance/Early Modern Europe
- 3) Created new course HST 230: American Women's History.
- 4) Developed online courses: HST 103,104, 201 (Fall 2005), HST202 (Fall 2007) and HST 203 (Fall 2006).
- 5) Created new course HST 205: African American History
- 6) Changed name of HST 210 from Eastern Civilization to Asian Civilization
- 7) Initiated an English/History course section linkage with Dana Zimbleman of the English department

- 8) Offered evening section of Honors HST103 offered in Fall 2008
- 9) Selected new U.S. History textbook chosen with relevant updated editions
- 10) Expanded the Library databases to include the Historical New York Times and JSTOR
- 11) Integrated the latest Smart technologies in the class rooms and on the course pages

Faculty (Degree to which faculty/staff are qualified, effective, and supported.)

Faculty Qualifications and Professional Development:

| Name | Title | Highest Degree | Institution | Graduate Hours Completed |
|-------------------|---------------------|--|--------------------------------------|--------------------------|
| Gabrielle Everett | Associate Professor | Specialist in Community College Teaching | Arkansas State University | 69 |
| Lisa Hollander | Professor | Masters | Columbia University in New York City | 90 |
| Scott Holzer | Professor | Ph.D. | University of Mississippi | 150 |

Gabrielle Everett has been employed full time since 2002. She holds a B.A. in History from Lyon College (Arkansas), an M.A. in History from Arkansas State University, and a Specialist in Community College Teaching degree (SCCT) also from Arkansas State University. She has 69 graduate hours. Gabrielle's previous experience includes one year at Arizona Western College (2001-2002), six years at Oxford High School, Oxford, Mississippi (1993-1999), and two years at Swifton High School, Swifton, Arkansas (1990-1992). She was also a part-time instructor at Arkansas State University (1993 and 1999-2001), and had an interesting experience teaching at a women's correctional facility (2000-2001) as part of the ASU-Newport Community College adjunct faculty. In June 1998, Gabrielle traveled to Prague, Czech Republic, as a result of a Hayes-Fulbright scholarship. While there, she attended St. Charles University (earning six graduate hours), and visited Slovakia, Hungary, and Austria. Gabrielle is a member of the National Women's Studies Association, the State Historical Society of Missouri, the National Education Association, the Human Rights Campaign, and has been listed in Who's Who Among America's Teachers several times. She has served on numerous college committees including, but not limited to Academic Affairs, Faculty Senate, Global Education, Commencement Committee, and is currently president of the faculty union.

Lisa Hollander has been employed full time since 1997 and teaches history and geography at the College. She holds a B.A. in English from the University of Denver, a Diploma in International and Comparative Politics from the London School of Economics, an M.A. in International Relations from Columbia University in New York, and has completed coursework for a Ph.D. in History. Lisa has 120 graduate hours. Deeply committed to bringing international issues into the Missouri community college curriculum, Ms. Hollander serves as Chair of the Global Education Committee and acts as a grant manager for the Missouri Community College Association. She is a member of the Society for Historians of Foreign Affairs, the National Education Association and is listed in Who's Who Among America's Teachers. Professor Hollander won the Missouri Governor's Award for Excellence in Teaching and the Linda Johnston Award for Excellence in Assessment in 2007. Born in Zimbabwe, Ms. Hollander has lived in a multitude of countries in Africa, Europe, the Middle East and Asia, and in six different states of the United States.

Scott Holzer has worked at Jefferson College since 1997. He holds a B.A. in History from Humboldt State University and an M.A. and Ph.D. in History from the University of Mississippi. Scott has 150 graduate credit hours. He received the Emerson Electric Award for Excellence in Teaching in 2003-2004, Phi Theta Kappa's Teacher of the Year in 2005-2006, and the Student Senate's Faculty Member of the Year in 2004-2005 and 2005-2006.

All full-time faculty are actively involved in research and historical practice. For example, Gabrielle Everett reviewed *Exploring American Histories: A Documentary Survey* for Bedford-St. Martin's in 2008 while Lisa Hollander reviewed a U.S. History I and II sequence book for Wadsworth textbook publishers. Scott Holzer wrote a book review for the *Southwestern Historical Quarterly* of Bruce A. Glasrud and James M. Smallwood's (editors) *The African American Experience in Texas: An Anthology* (Lubbock: Texas Tech University press, 2007); the review was published Fall 2008. Holzer has also conducted extensive research on areas including the military history, the African- American experience and the role of St. Louis in the Civil War.

The full-time faculty members complete a performance review and discussion performance goals and course level assessment annually with the Division Chair. Non-tenured faculty members are evaluated through classroom visits by full-time professors or the Division Chair. During the current Institutional Effectiveness Review process, the tenured faculty members were observed by the Division Chair.

The history department has 3 full-time faculty members and over the last 5 years 28 adjunct faculty members. Ongoing efforts are made to evaluate and mentor adjunct faculty and support consistent curriculum and effective teaching. Several adjunct faculty of the history department have served the department consistently well and are highly valued for their excellent academic skills and teaching abilities. Examples include Barry Ellis (retired history professor), Joseph Thurman (published author), Miranda Rectenwald (Jefferson graduate and published author), Robin Hanson, Rhonda Lowe, and Steven Huss (published author).

Faculty Data:

Faculty Indicators for History Instructional Program Review, 2004-2008 School Terms 200401 through 200803 (Summer 2003 through Spring 2008)

| Number of Terms Taught (Max = 15) | Number of Course Sections Taught | Total Students | Attrition Number ("W" Grades) | Attrition Percent | Graded Credit Hours (A to F grades) | Average Students | Average GPA | Annualized 5-Year Program FTE |
|-----------------------------------|----------------------------------|----------------|-------------------------------|-------------------|-------------------------------------|------------------|-------------|-------------------------------|
| 169 | 368 | 9,491 | 903 | 9.5% | 25,725 | --- | --- | --- |
| | | | | | | 25.8 | 2.38 | 171.5 |

Source: BANNER report WSHRGDST printed 26 September 2008.

Notes: Attrition is the number of "W" grades conferred.

Annualized Program FTE is the number of graded credit hours divided by 150 (30 hours/yr for 5 years).

Graded Credit Hours are "A to F" only, not "W, I, H, P/F, or Other")

Students (The degree to which student needs are met.)

1. From the 2008 Arts and Science Education Annual Report presented to the President, enrollment in history courses totals between 8-9% of all enrolled students and accounts for 7.6% of all credit hours.
2. History courses are offered in a wide variety of formats: online, evening, weekend, 16, 14 and 8 weeks, three campus locations plus in dual enrollment format.
3. Library resources are current and carefully managed in concert with Library staff.
4. Course materials in all courses are current, accessible in a wide range of formats including print, webpage, online access to article and documents and artifacts.
5. Transferability of all history courses remains consistent and assured.
6. Constitutional state requirement mandate fulfilled appropriately in all courses, either by quiz, take home test, separate in class test or as part of a regular unit examination.
7. The following chart represents a steady increase in enrollment since the last Institutional Effectiveness Review; an increase of 18.4%.

| History Enrollment by Discipline – Academic Year | | | | | | |
|---|-------------|-------------|-------------|-------------|-------------|-------------|
| | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
| Hours | 5223 | 5523 | 5676 | 5973 | 6075 | 6186 |

Student Satisfaction and Feedback:

Evaluation comments from Fall 2008 show students very satisfied with the courses and the education provided by the history department.

Each semester, the tenured faculty members conducts student evaluations in one section, and all non-tenured and adjunct faculty members conduct student evaluations in all sections. For review purposes, student evaluations were conducted in all sections

during Fall 2008. Student evaluations of the full-time and adjunct faculty members show average/above average ratings.

Student Success:

The history department measures student success in many ways: GPA averages and retention percentages form only two important measures of student success. There are three full-time faculty and at least ten adjunct faculty members in any given semester which includes dual enrollment instructors at the local high schools. The GPA numbers and attrition rates, therefore, reflect a modicum of inconsistency across the board, something that the department will address in the SWOT analysis.

Between 2004 and 2008, the history department was responsible for 368 course sections, 25,725 graded credit hours with a 9.5% attrition rate. The average GPA was 2.38 on a 4.0 scale. The 5 year program annualized FTE is 171.5.

The history department examined several factors that influence student success and retention:

- 1) Dual enrollment instructors have a 0% attrition rate because of being in high school, and their average GPAs are consistently in the 3.0 range (between 3.31-3.78). Dual credit class will need to be continually monitored to ensure that these classes are academically equivalent to college level classes.
- 2) Adjunct instructors show a wide variety of attrition rates with the highly respected faculty members showing rates similar to the full-time faculty. The average was around 10%, which is fair given that history courses are reading and writing intensive.
- 3) Evaluations of the full-time historians illustrate a high level of student satisfaction. History faculty reflect effective teaching which is documented in numerous state and national teaching awards earned by the faculty members. The Student Senate and Phi Theta Kappa, the College's Honor Society, have selected history professors several times and all three full-time faculty have been nominated by their students to *Who's Who in American Education* several years running. Two of the faculty are long term Honors program faculty members.
- 4) Other measures of student success for the history department include the sheer numbers of successful enrollments in a wide variety of class formats plus the many students who take multiple history courses. Examples of assessment measures used in the history department include minute papers, oral and written historical research projects, five sentence summaries, quizzes, take home essays, map projects, class discussions in class and online, oral history projects,

- 5) Full-time faculty are reactive and proactive in response to student feedback. Annual Performance Review Records of Assessment for all three full-timers, show a constant flow and flux in assessment processes and procedures based on student feedback.

Curriculum (The degree to which curriculum is thorough, current, and supported.)

Curriculum (Scope, Currency, Changes):

Official course syllabi have been reviewed for currency and scope; revisions have been done and they are on file in ASI 110 and on the web.

The web address (http://vega.jeffco.edu/jkuchar/acadprog/gened/course-credit_hours.htm) provides links to the general education distribution matrix of courses identifying the state-level goals and associated institution-level competencies. Individual course reporting matrices are provided by faculty and support documentation for the general education program, specifically, the Jefferson College Long Range Plan and the Jefferson College Assessment Plan. Assessment documentation is on file in ASI 110.

The history department offers the following courses:

HST 103 U.S. History I
HST 103H U.S. History I Honors
HST 104 U.S History II
HST 104H U.S. History II Honors
HST 130 American Studies
HST 201 Ancient/Medieval Civilization
HST 202 Renaissance/Early Modern Europe
HST 203 Modern Europe
HST 205 African-American History
HST 210 Asian Civilization
HST 230 Women in American History
HST 235 Women in History
HST 240 Missouri History

Curriculum Issues (Support, Technology, Equipment)

1. All classrooms used in history courses are SMART.
2. All history courses use WEBCT or STARS as a teaching and learning tool in every course.
3. The faculty are supported in travel to regional and national conferences as needed.
4. The faculty have up to date equipment in their offices.

Community (The degree to which the program contributes to the community and responds to community needs)

The history department is involved in the community to a high degree. Lisa Hollander has delivered many speeches and presentations as a member of the College Speaker's Bureau. Scott Holzer provided leadership in organizing and managing the celebration on campus of the 50Th Anniversary of Brown vs. Board of Education. Associate Professor Everett presented her research at the French Heritage Seminar, Old Mines Historical Society in 2008. Both Everett and Holzer were instrumental in organizing and providing reference material for the Civil War Chautauqua, held on a very cold day in April 2008.

The history department has been instrumental in assisting JCTV with its series in the last five years on the Korean War, the Vietnam War and World War II. Guest speakers on campus have included a travelling Fulbright scholar who shared the history and theory of Islam with the community in 2006.

Cost

A summary of the history budget for 2004-2008 is on file in the Office of the Arts and Science Education Dean. The cost per FTE for history courses is \$1,407.37.

Summary (SWOT)

| | |
|---|---|
| <p style="text-align: center;">Strengths</p> <ol style="list-style-type: none">1) History course offerings are offered in a variety of formats and at all sites.2) History faculty are highly skilled and academically prepared as illustrated by student evaluations and the many local and state awards given to full time faculty and some adjunct faculty.3) History courses are current, transferable and have solid enrollments. | <p style="text-align: center;">Weaknesses</p> <ol style="list-style-type: none">1) Increase in the number of adjunct faculty.2) Inconsistencies in academic standards across the faculty, especially between full and part time and dual credit.3) The addition of a full time faculty member specializing in history and political science to lessen the need for history and political science adjuncts on campus. |
| <p style="text-align: center;">Opportunities</p> <ol style="list-style-type: none">1) Expand enrollments in the non required history classes.2) Through CAI initiatives, share curriculum and standards with high schools. | <p style="text-align: center;">Threats</p> <ol style="list-style-type: none">1) Lack of general historical knowledge coming out of K-12 graduates.2) Student skill sets required for college level historical inquiry are low especially in reading and writing. K-12 educational funding cuts and Federally mandated objective style assessment not helping.3) Unknown how the Missouri CAI will assess student learning. |

Future (Proposed Learning and Service Goals and Action Plan)

| <i>Proposed Learning/Service Goal</i> | <i>Proposed Assessment Measurement/ Action</i> | <i>Person(s) to Implement</i> | <i>Timeframe</i> | <i>Resource Implications</i> |
|--|---|--|------------------|--|
| Goal 1 FT Faculty (1) | Hire a history/political science faculty member to reduce number of adjuncts in both disciplines | Dean of Arts and Science Education | 2012 | Salary and benefits |
| Goal 2 Handbook for adjuncts | Lessen inconsistencies in academic standards across the faculty, especially between full and part time and dual credit. | History faculty | 2011 | Printing costs |
| Goal 3 Advising recommendations- pre-req/co-req Eng Comp 1 for all 200 level courses | Promote students success in 200 level history courses by requiring English Comp 1 as co-requisite | History faculty, Faculty Senate, ARC | 2010 | Printing costs |
| Goal 4 New class to be created : Topics in History | Rotating topics such as World War II; History of the Middle East – primarily for community members and history majors | History faculty | 2011 | Current faculty; development costs as relevant |
| Goal 5 Develop a history marketing plan to be shared with campus advisors | Promotion of non major history classes and history classes in general in conjunction with advising and the history department | History faculty ARC | Fall 2009 | Marketing costs |
| Goal 6 Share curriculum and standards with high schools | | History faculty and Dean of Arts & Science Education | TBD | Printing costs |

DISCIPLINE STATUS

 X Satisfactory
 Requires Immediate Attention
 Unsatisfactory

M.K. Selson

Dean

Date