

DEPARTMENT OF HISTORY

**ALVIN COMMUNITY COLLEGE
ACADEMIC PROGRAM REVIEW
DIVISION OF SOCIAL SCIENCES
DEPARTMENT OF HISTORY
ACADEMIC YEAR 2003-04**

ORGANIZATION OF PROGRAM

MISSION/GOALS: (Institutional Effectiveness and Research) The criteria used for assessment of objectives are as follows:

1. Does the department have a mission statement?
2. Are the department objectives, assessment criteria, assessment results, and use of results presented in clear and complete sentences?
3. Are the assessment criteria well-defined?
4. Are the objectives adequately assessed?
5. Are assessment results coupled with meaningful follow-up actions?
6. Are the objectives properly linked with institutional goals?

Additionally, all departments are to include at least one educational outcome and an objective related to recruitment or retention.

Item	Strong	Adequate	Needs Improvement
Mission Statement	X		
Evaluate the presentation of objectives, assessment criteria, and results	X		
Evaluate the assessment criteria	X		
Evaluate the assessment results			X
Evaluate the use of results			X
Evaluate the integration with institutional goals			X
Inclusion of an educational outcome	X		
Inclusion of a recruiting or retention objective	X		

Describe any changes needed.

1. Objective #1 (*2004 Planning and Effectiveness Manual, page 155*) describes the use of pre- and post-tests but does not indicate whether the results of the tests supported the objective.
2. "Assessment Results" for Objective #2 (*2004 Planning and Effectiveness Manual, page 155*) does not address all of the evaluation criteria cited. Again, "Use of Results" for this objective do not indicate whether test results supported the departmental objective.

DEPARTMENT OF HISTORY

3. Institutional goal #3 (*2004 Planning and Effectiveness Manual, page 47*) should be deleted as a supported goal from all objectives since this goal is intended for developmental courses.

DEPARTMENT OF HISTORY

SIPS AND SYLLABI (Department Chair)

Are written course syllabi current and available for all courses within the program?

ﻓ Yes

ﻓ No, *please explain and list missing syllabi.*

Are all Student Information Plans current?

ﻓ Yes

ﻓ No, *please explain and list outdated SIPs.*

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TRANSFER ISSUES (Department Chair & Admissions/Advising)

Have any transfer problems been observed since the last program evaluation period?

No

Yes, *please explain and indicate actions taken to resolve issues.*

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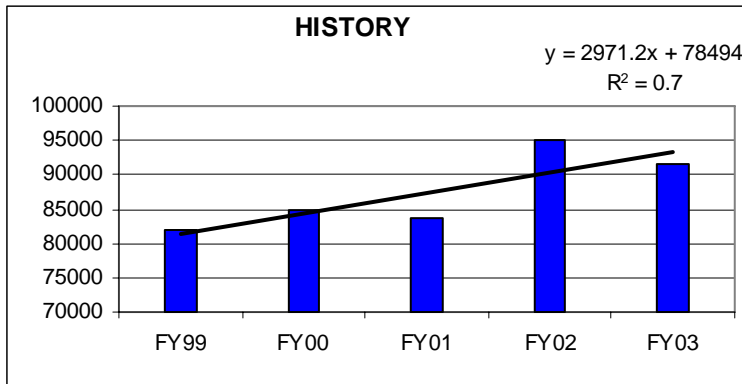
ENROLLMENT MANAGEMENT/SUCCESS

(Institutional Effectiveness and Research)

CONTACT HOURS

- **Five-year contact hour history by department**

Dept	FY99	FY00	FY01	FY02	FY03
HISTORY	85824	93552	95616	94992	91632



Summary of findings

Showing a very strong linear correlation, contact hours are increasing by more than 2971 hours per year over the past five years.

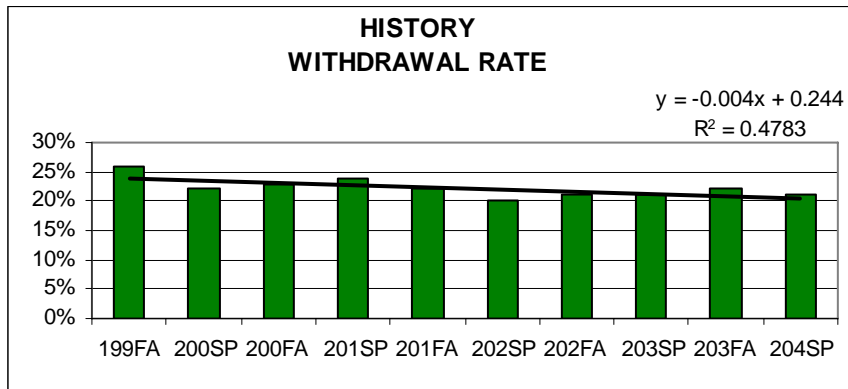
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GRADE DISTRIBUTIONS (NO TDCJ)

All grade distribution data was collected from Fall and Spring semesters over the period from Fall 1999 through Spring 2004. Census day rosters were utilized, with grades of A, B, C, and D considered “passing”. Grades of A, B, and C are considered successful completion. Non-passing grades include F, I, and W.

- **Withdrawal rate history by department**

SEMESTER	199FA	200SP	200FA	201SP	201FA	202SP	202FA	203SP	203FA	204SP
WITHDRAWAL RATE	26%	22%	23%	24%	22%	20%	21%	21%	22%	21%



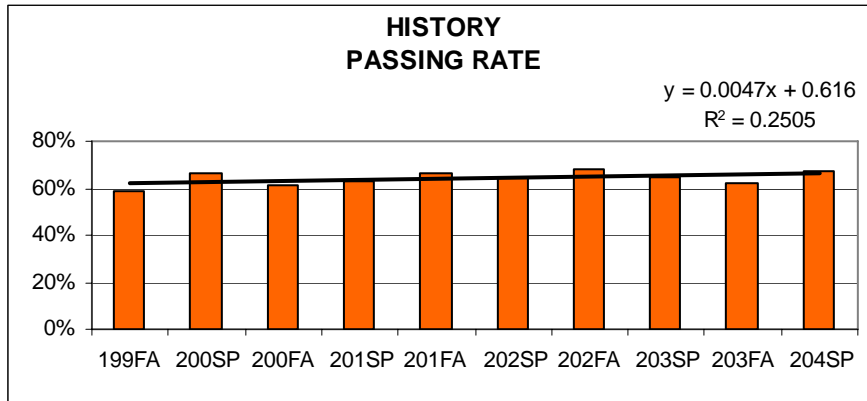
Summary of Findings

Showing a strong linear correlation, withdrawal rates for History are decreasing by about eight tenths of a percentage point per year.

DEPARTMENT OF HISTORY

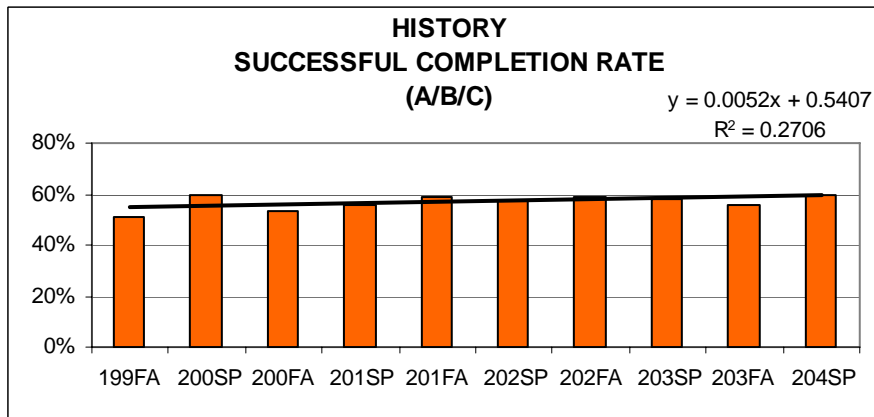
- **Passing rates**

SEMESTER	199FA	200SP	200FA	201SP	201FA	202SP	202FA	203SP	203FA	204SP
PASSING RATE	59%	66%	61%	63%	66%	65%	68%	65%	62%	67%



- **Successful completion (ABC) rates**

SEMESTER	199FA	200SP	200FA	201SP	201FA	202SP	202FA	203SP	203FA	204SP
A/B/C RATE	51%	60%	53%	56%	59%	57%	59%	58%	56%	60%



Summary of Findings

Showing a moderate linear correlation, passing and successful completion rates for History are increasing by about 1 percentage point per year.

DEPARTMENT OF HISTORY

DECLARED MAJOR HISTORY

ACC does not offer an associates degree in History.

DEPARTMENT OF HISTORY

UHCL GPA RESULTS

- GPA for majors with 15 or more students compared with UHCL GPA in that major

(NOT APPLICABLE)

DEPARTMENT OF HISTORY

FACULTY EVALUATIONS

STUDENT EVALUATIONS (Institutional Effectiveness and Research)

- History of instructors' evaluations over past three years

INSTRUCTOR	PT/FT	199FA	200SP	200FA	201SP	201FA	202SP	202FA	203SP	203FA	204SP
BAILEY, J	PT	1.118		1.107	1.111		1.222				
BRYAN, T	FT	1.111	1.076	1.120	1.152	1.126	1.179	1.146	1.156		1.254
CARTER, J	PT		1.344								
CHADWICK, R	PT	1.135	1.229		1.139	1.110	1.085	1.036			
DORSEY, C	PT			1.346							
DUKE, J	FT	1.442	1.188	1.203	1.054	1.282	1.124	1.151	1.045		1.199
HUME, J	FT	1.258	1.096	1.159	1.143	1.119	1.141	1.186	1.118	1.208	1.266
HUTCHINS, D	PT	1.180	1.213	1.364	1.144	1.186					
LAWHON, D	PT			1.052	1.125						
MASSEY, S	PT							1.209			1.011
MCCREE, P	PT						1.230				
NASH, M	PT	1.310				1.253					
ROSEN, K	PT	1.214								1.600	
STEVENS, J	FT	1.141	1.124	1.188	1.127	1.112	1.065	1.104		1.102	
TEPERA, L	PT	1.312									
TERRELL, E	PT			1.221	1.327				1.545		1.165
WEISS, C	PT							1.373			1.114
WHITE-WICK, D	PT									1.825	2.191
CHANCE, C	PT										1.158

FACULTY WITH AVERAGE* EQUAL TO 2.000 OR MORE

SEM	NAME	AVERAGE*	PT/FT
204SP	WHITE-WICK, D	2.191	PT

(*Average of questions 1-11 on Student Evaluations)

Summary of Findings

Students appear to be very satisfied with the performance level of instructors. Only one instructor received a poor evaluation during the five year period, and this evaluation occurred during a semester when minimal student responses were received. No instructor in History has exhibited a consistent history of poor evaluations by students.

Have follow-ups been completed in a timely fashion for instructors with repeatedly below average evaluations? (Department Chair)

ﻧﻪ Yes

ﻧﻪ No, please explain.

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SUPERVISOR EVALUATIONS (Department Chair)

Have supervisor evaluations of faculty been completed regularly and in a timely fashion?

ف Yes

ف No, *please explain.*

Summary of Findings

Supervisor evaluations are completed annually on each full-time faculty member. There have been no notable job-performance issues with faculty.

DEPARTMENT OF HISTORY

PEER EVALUATIONS (Department Chair)

Have peer evaluations of faculty been completed regularly and in a timely fashion?

ف Yes

ف No, *please explain*

Summary of Findings

Peer evaluations of adjunct faculty are conducted periodically. Negative evaluations are rare and, when they occur, are dealt with in a timely manner.

DEPARTMENT OF HISTORY

PROFESSIONAL DEVELOPMENT (Department Chair)

Are all faculty members current with professional development requirements?

ف Yes

ف No, *please explain.*

(Summary and documentation of professional development by faculty members to be included as an appendix.)

DEPARTMENT OF HISTORY

DEVELOPMENTAL COURSES

(if applicable)

(Institutional Effectiveness and Research)

CONTACT HOUR HISTORY

(NOT APPLICABLE)

WITHDRAWAL RATES

(NOT APPLICABLE)

SUCCESSFUL COMPLETION RATES

(NOT APPLICABLE)

NEXT COURSE PERFORMANCE

(NOT APPLICABLE)

DEPARTMENT OF HISTORY

DISTANCE LEARNING

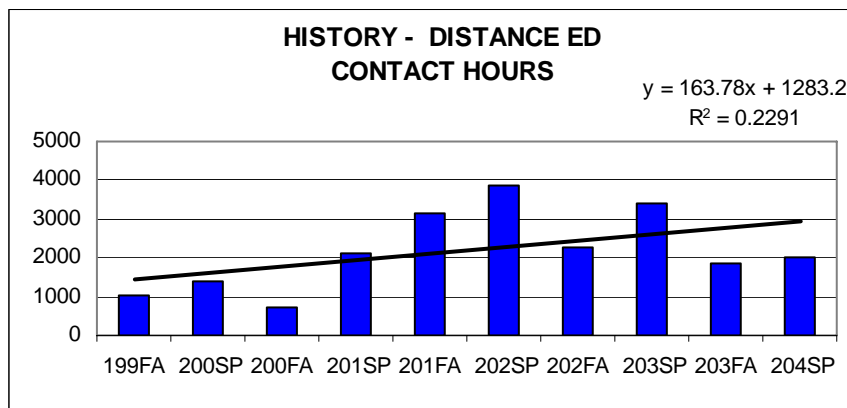
(if applicable)

(Institutional Effectiveness and Research)

Data was collected from Fall and Spring semesters over the period from Fall 1999 through Spring 2004. Census day rosters were utilized, with grades of A, B, C, and D considered “passing”. Grades of A, B, and C are considered successful completion. Non-passing grades include F, I, and W. (Courses offered include HIST 1301 and HIST 1302.)

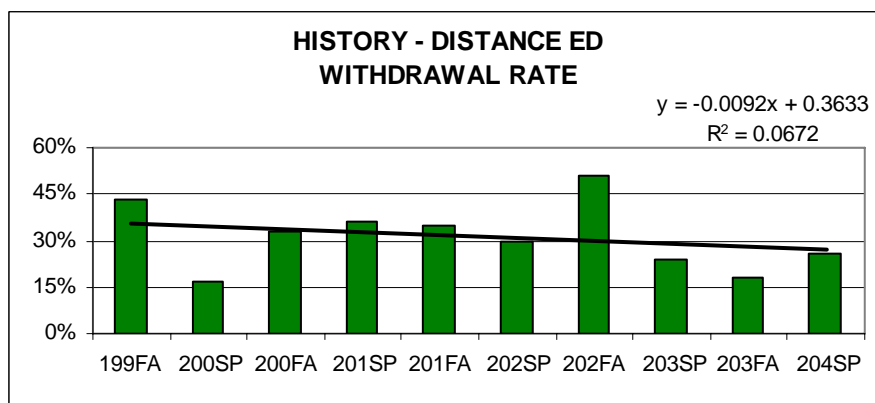
CONTACT HOUR HISTORY

Dept	199FA	200SP	200FA	201SP	201FA	202SP	202FA	203SP	203FA	204SP
HIST	1008	1392	720	2112	3168	3888	2256	3408	1872	2016



WITHDRAWAL RATES

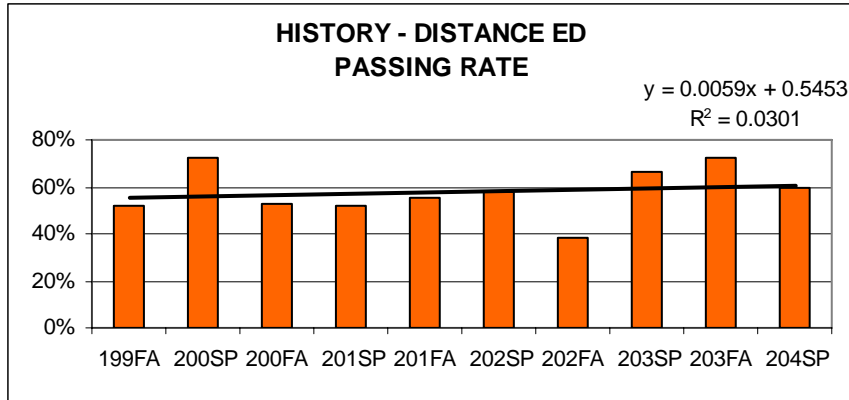
SEMESTER	199FA	200SP	200FA	201SP	201FA	202SP	202FA	203SP	203FA	204SP
WITHDRAWAL RATE	43%	17%	33%	36%	35%	30%	51%	24%	18%	26%



DEPARTMENT OF HISTORY

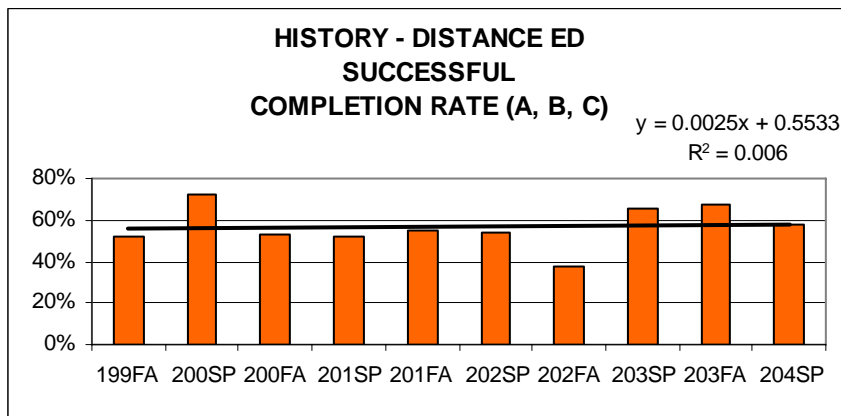
PASSING RATES

SEMESTER	199FA	200SP	200FA	201SP	201FA	202SP	202FA	203SP	203FA	204SP
PASSING RATE	52%	72%	53%	52%	55%	58%	38%	66%	72%	60%



SUCCESSFUL COMPLETION (ABC) RATES

SEMESTER	199FA	200SP	200FA	201SP	201FA	202SP	202FA	203SP	203FA	204SP
A/B/C RATE	52%	72%	53%	52%	55%	54%	38%	66%	67%	58%



Summary of Findings

Showing a moderate linear correlation, contact hours have been increasing by about 327 hours per year over the past five years. However, weak linear correlations prohibit linear trends from being determined for withdrawal, passing, and successful completion rates. It does appear that students have become more successful over the past three semesters.

DEPARTMENT OF HISTORY

MINI SEMESTERS

(if applicable)

(Institutional Effectiveness and Research)

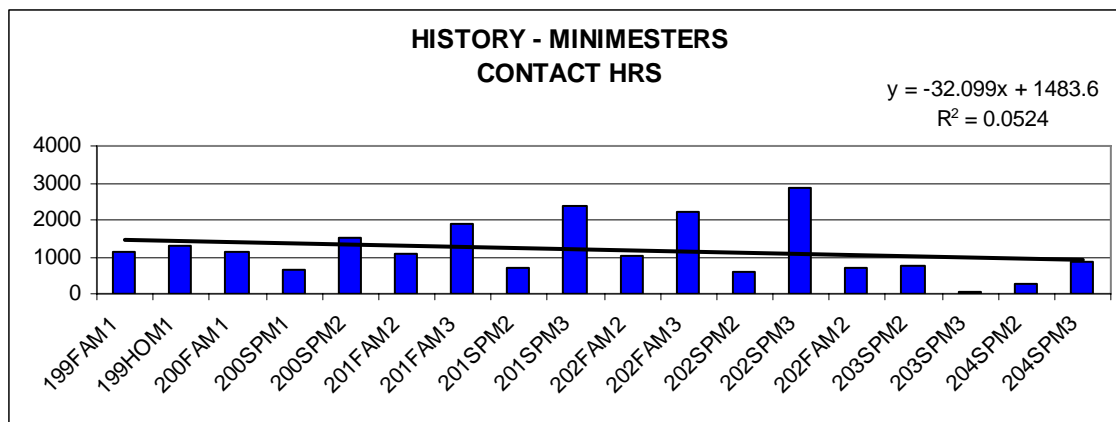
Data was collected from Fall and Spring semesters over the period from Fall 1999 through Spring 2004. Census day rosters were utilized, with grades of A, B, C, and D considered “passing”. Grades of A, B, and C are considered successful completion. Non-passing grades include F, I, and W. (Courses offered include HIST 1301 and HIST 1302.)

CONTACT HOUR HISTORY

HIST	199FAM1	199HOM1	200FAM1	200SPM1	200SPM2	201FAM2	201FAM3
CONTACT HRS	1152	1296	1152	624	1536	1104	1872

HIST	201SPM2	201SPM3	202FAM2	202FAM3	202SPM2	202SPM3	202FAM2
CONTACT HRS	720	2400	1008	2208	576	2880	720

HIST	202FAM3	202SPM2	202SPM3	202FAM2	203SPM2	203SPM3	204SPM2	204SPM3
CONTACT HRS	2208	576	2880	720	768	48	288	864



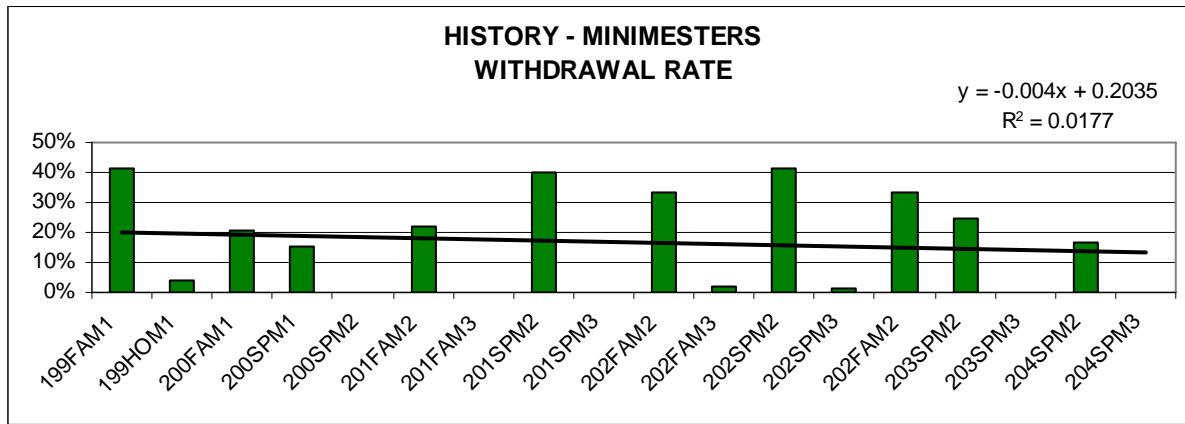
WITHDRAWAL RATES

HIST	199FAM1	199HOM1	200FAM1	200SPM1	200SPM2	201FAM2	201FAM3
WITHDRAWAL RATE	42%	4%	21%	15%	0%	22%	0%

HIST	201SPM2	201SPM3	202FAM2	202FAM3	202SPM2	202SPM3	202FAM2
WITHDRAWAL RATE	40%	0%	33%	2%	42%	2%	33%

HIST	202FAM3	202SPM2	202SPM3	202FAM2	203SPM2	203SPM3	204SPM2	204SPM3
WITHDRAWAL RATE	2%	42%	2%	33%	25%	0%	17%	0%

DEPARTMENT OF HISTORY

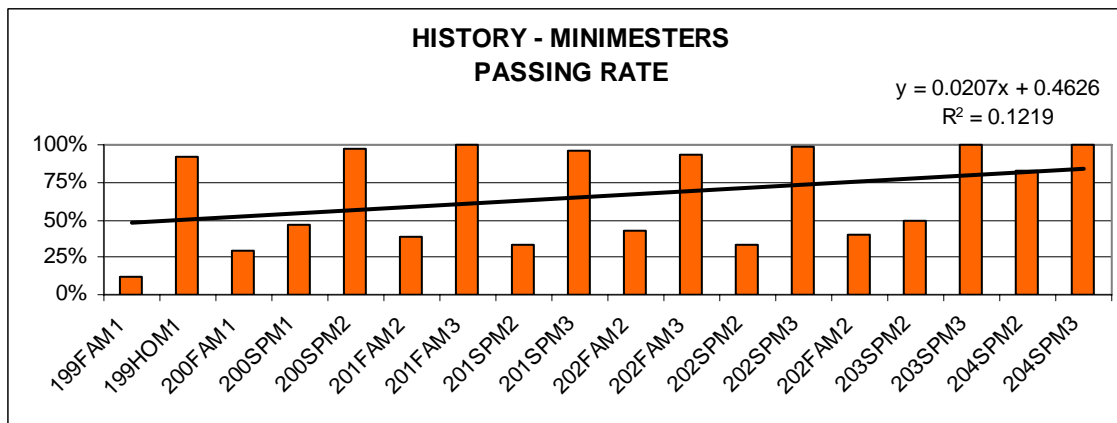


PASSING RATES

HIST	199FAM1	199HOM1	200FAM1	200SPM1	200SPM2	201FAM2	201FAM3
PASSING RATE	13%	93%	29%	46%	97%	39%	100%

HIST	201SPM2	201SPM3	202FAM2	202FAM3	202SPM2	202SPM3	202FAM2
PASSING RATE	33%	96%	43%	93%	33%	98%	40%

HIST	202FAM3	202SPM2	202SPM3	202FAM2	203SPM2	203SPM3	204SPM2	204SPM3
PASSING RATE	93%	33%	98%	40%	50%	100%	83%	100%



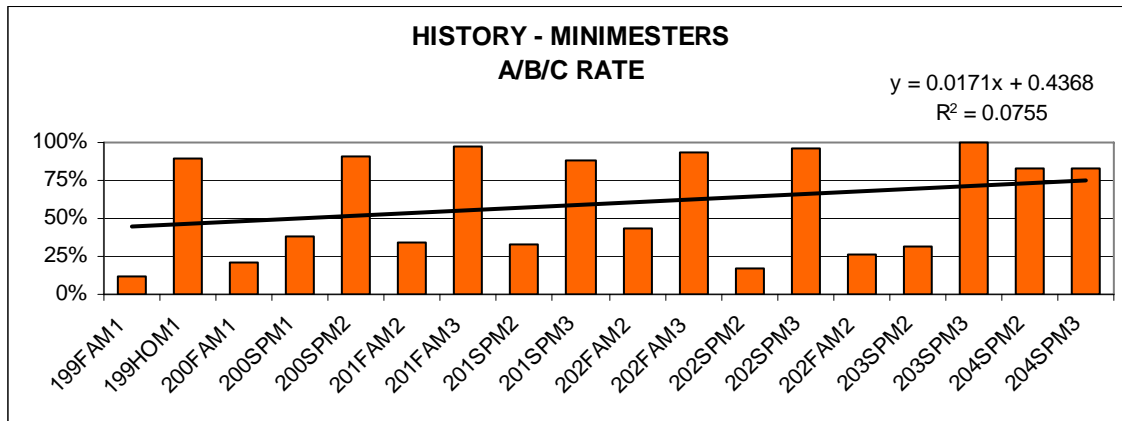
SUCCESSFUL COMPLETION (ABC) RATES

HIST	199FAM1	199HOM1	200FAM1	200SPM1	200SPM2	201FAM2	201FAM3
A/B/C RATE	13%	89%	21%	38%	91%	35%	97%

HIST	201SPM2	201SPM3	202FAM2	202FAM3	202SPM2	202SPM3	202FAM2
A/B/C RATE	33%	88%	43%	93%	17%	97%	27%

DEPARTMENT OF HISTORY

HIST	202FAM3	202SPM2	202SPM3	202FAM2	203SPM2	203SPM3	204SPM2	204SPM3
A/B/C RATE	93%	17%	97%	27%	31%	100%	83%	83%



Summary of Findings

History classes have been routinely offered during mini semesters. However, extremely weak linear correlations allow no linear trends to be determined for contact hours, withdrawal rates, passing rates, or successful completion rates for this type of course offering. M3 semesters seem to normally have higher contact hours, lower withdrawal rates, and higher passing rates than M1 or M2 semesters.

DEPARTMENT OF HISTORY

HIGH SCHOOL CAMPUS DUAL CREDIT PROGRAMS

(if applicable)

(Institutional Effectiveness & Research and Department Chair)

CONTACT HOUR HISTORY

(NOT APPLICABLE)

WITHDRAWAL RATES

(NOT APPLICABLE)

PASSING RATES

(NOT APPLICABLE)

DEPARTMENT OF HISTORY

TDCJ PROGRAMS

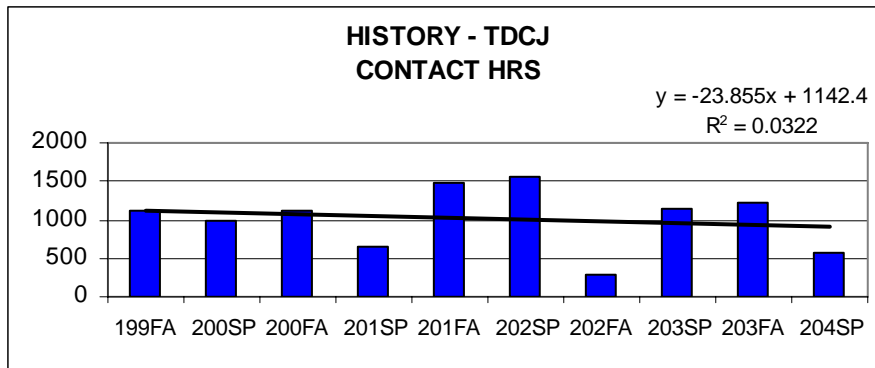
(if applicable)

(Institutional Effectiveness and Research)

Data was collected from Fall and Spring semesters over the period from Fall 1999 through Spring 2004. Census day rosters were utilized, with grades of A, B, C, and D considered “passing”. Grades of A, B, and C are considered successful completion. Non-passing grades include F, I, and W. (Courses offered include HIST 1301, HIST 1302, and HIST 2301.)

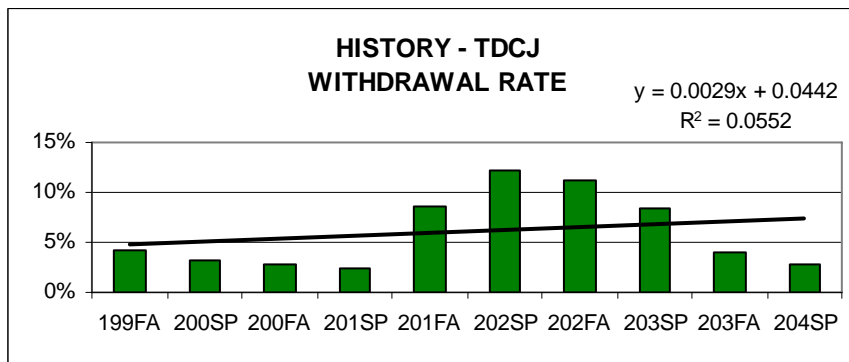
CONTACT HOUR HISTORY

Dept	199FA	200SP	200FA	201SP	201FA	202SP	202FA	203SP	203FA	204SP
HIST	1120	976	1104	640	1472	1568	288	1152	1216	576



WITHDRAWAL RATES

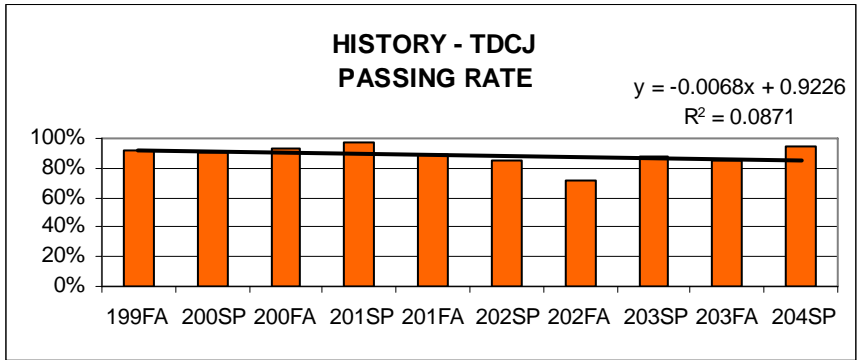
SEMESTER	199FA	200SP	200FA	201SP	201FA	202SP	202FA	203SP	203FA	204SP
WITHDRAWAL RATE	4%	3%	3%	3%	9%	12%	11%	8%	4%	3%



PASSING RATES

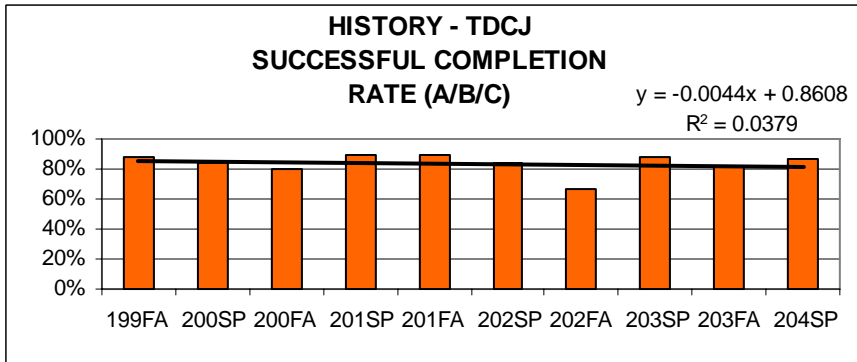
SEMESTER	199FA	200SP	200FA	201SP	201FA	202SP	202FA	203SP	203FA	204SP
PASSING RATE	91%	90%	93%	98%	89%	85%	72%	88%	86%	94%

DEPARTMENT OF HISTORY



SUCCESSFUL COMPLETION (ABC) RATES

SEMESTER	199FA	200SP	200FA	201SP	201FA	202SP	202FA	203SP	203FA	204SP
A/B/C RATE	89%	84%	80%	90%	89%	84%	67%	88%	82%	86%



Summary of Findings

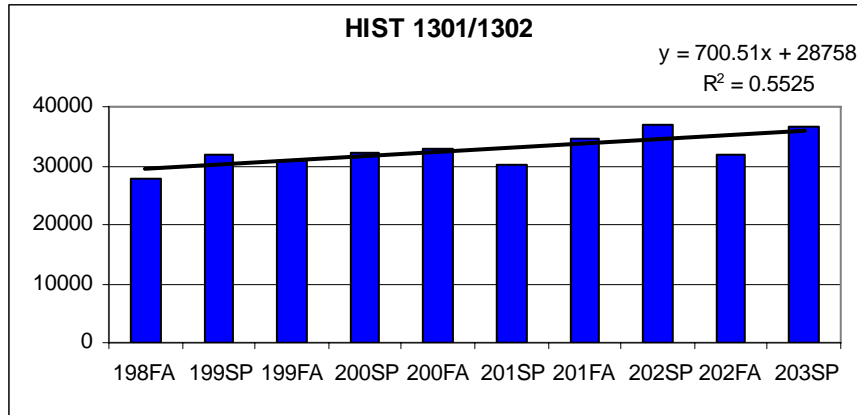
No linear trends can be determined for TDCJ History courses due to extremely weak linear correlations. It appears that withdrawal rates have been dropping over the past five semesters while passing and successful completion rates have remained at a fairly high level over the five year period.

DEPARTMENT OF HISTORY

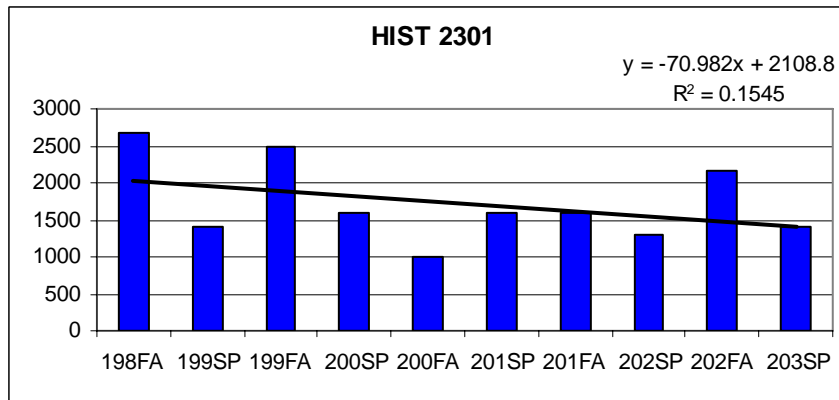
CORE CURRICULUM

FIVE-YEAR CONTACT HOUR HISTORY BY COURSE (Institutional Effectiveness and Research)

COURSE	198FA	199SP	199FA	200SP	200FA	201SP	201FA	202SP	202FA	203SP
HIST 1301/1302	27744	31872	30912	32208	32880	30240	34704	37008	31920	36624



COURSE	198FA	199SP	199FA	200SP	200FA	201SP	201FA	202SP	202FA	203SP
HIST 2301	2688	1392	2496	1584	1008	1584	1584	1296	2160	1392



Summary of findings

History 1301/1302 contact hours are increasing by over 1400 hours per year, as indicated by a strong linear correlation. A linear trend for contact hours for History 2301, however, cannot be determined due to a weak linear correlation.

DEPARTMENT OF HISTORY

EVALUATION OF COURSE COMPETENCIES (Department Chair)

ACC recently completed an extensive evaluation of THECB course competencies and their inclusion in core curriculum courses at ACC. Information re. course competencies and their significance in the history program as well as the social sciences in general are included in the *Final Report of the Alvin Community College Core Curriculum Committee*, October 2004.

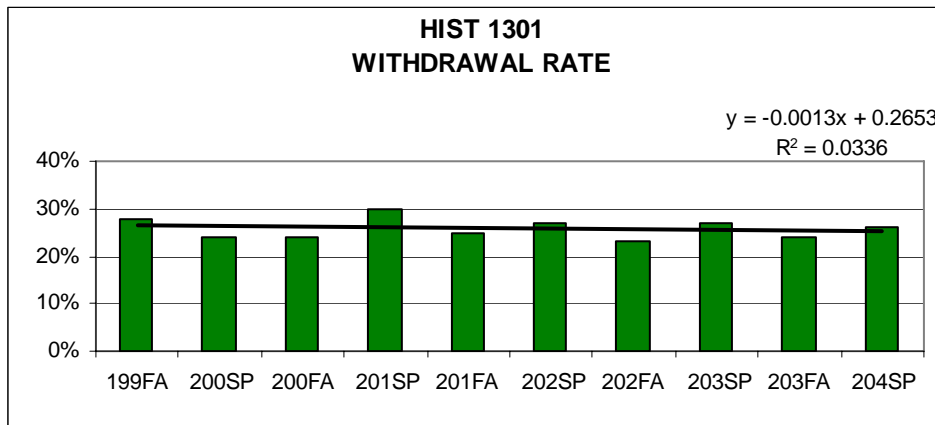
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EVALUATION OF EDUCATIONAL OUTCOMES

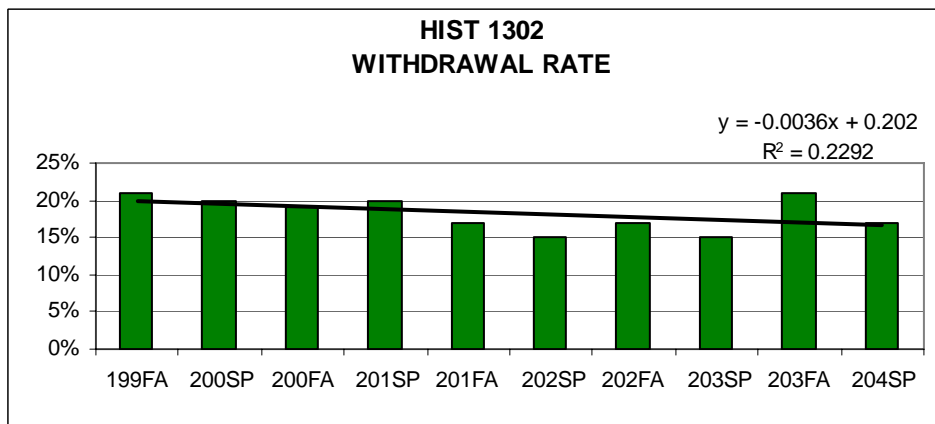
Data was collected from Fall and Spring semesters over the period from Fall 1999 through Spring 2004. Census day rosters were utilized, with grades of A, B, C, and D considered “passing”. Grades of A, B, and C are considered successful completion. Non-passing grades include F, I, and W.

- **Withdrawal rates by course** (Institutional Effectiveness and Research)

HIST 1301	199FA	200SP	200FA	201SP	201FA	202SP	202FA	203SP	203FA	204SP
WITHDRAWAL RATE	28%	24%	24%	30%	25%	27%	23%	27%	24%	26%

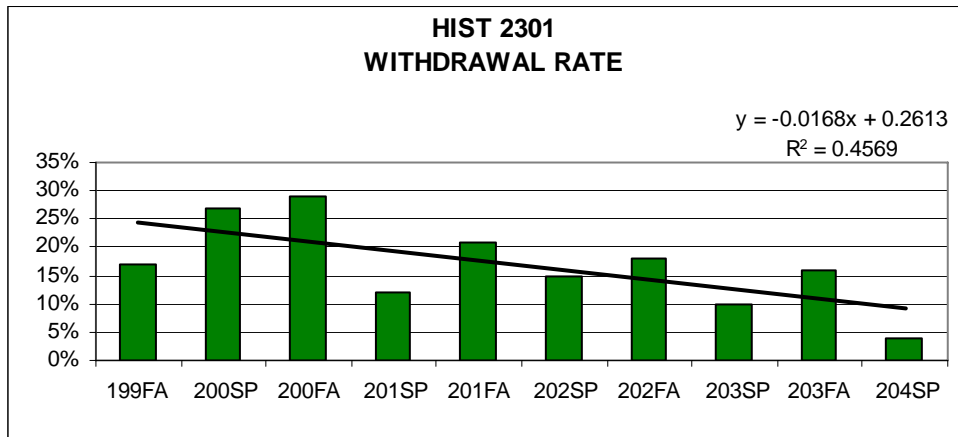


HIST 1302	199FA	200SP	200FA	201SP	201FA	202SP	202FA	203SP	203FA	204SP
WITHDRAWAL RATE	21%	20%	19%	20%	17%	15%	17%	15%	21%	17%



HIST 2301	199FA	200SP	200FA	201SP	201FA	202SP	202FA	203SP	203FA	204SP
WITHDRAWAL RATE	17%	27%	29%	12%	21%	15%	18%	10%	16%	4%

DEPARTMENT OF HISTORY



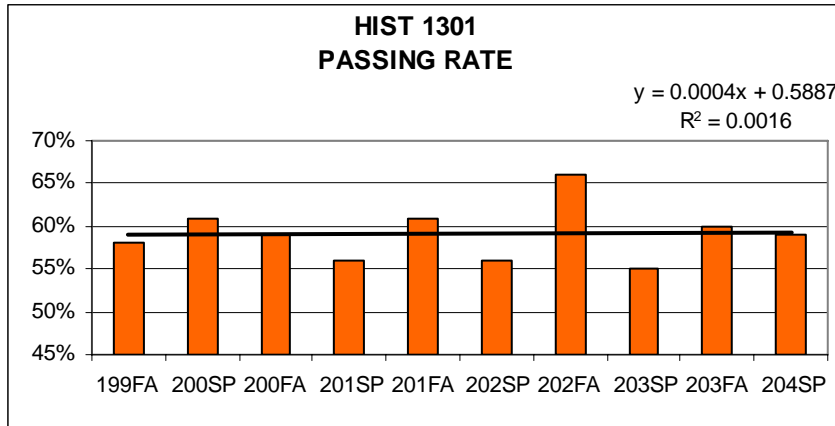
Summary of findings

No linear trends can be determined for withdrawal rates for History 1301 due to weak linear correlation. History 1302 withdrawal rates are decreasing by less than one percentage point per year. However, History 2301 withdrawal rates are dropping by more than 3 percentage points per year.

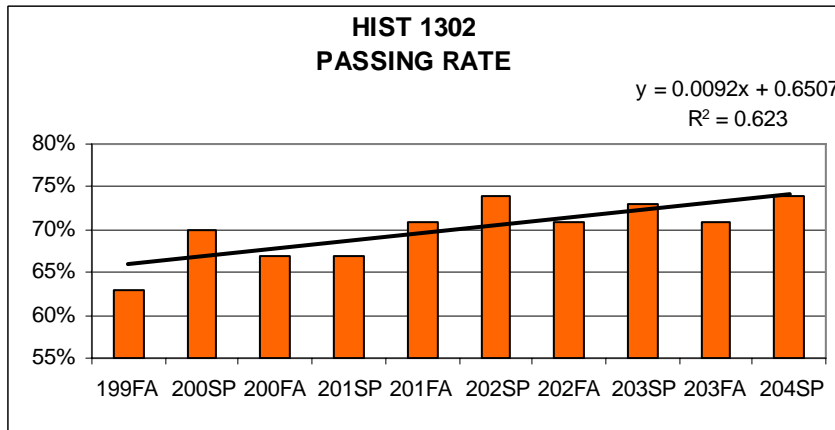
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- Passing rates by course (Institutional Effectiveness and Research)

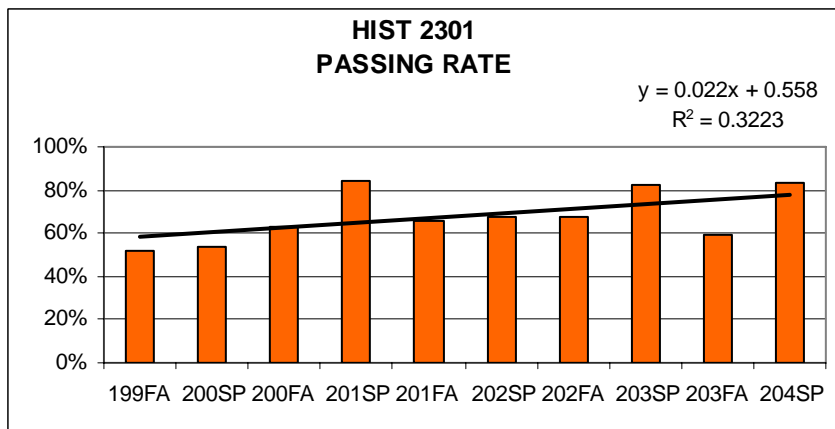
HIST 1301	199FA	200SP	200FA	201SP	201FA	202SP	202FA	203SP	203FA	204SP
PASSING RATE	58%	61%	59%	56%	61%	56%	66%	55%	60%	59%



HIST 1302	199FA	200SP	200FA	201SP	201FA	202SP	202FA	203SP	203FA	204SP
PASSING RATE	63%	70%	67%	67%	71%	74%	71%	73%	71%	74%



HIST 2301	199FA	200SP	200FA	201SP	201FA	202SP	202FA	203SP	203FA	204SP
PASSING RATE	52%	54%	63%	84%	66%	68%	68%	82%	59%	83%



DEPARTMENT OF HISTORY

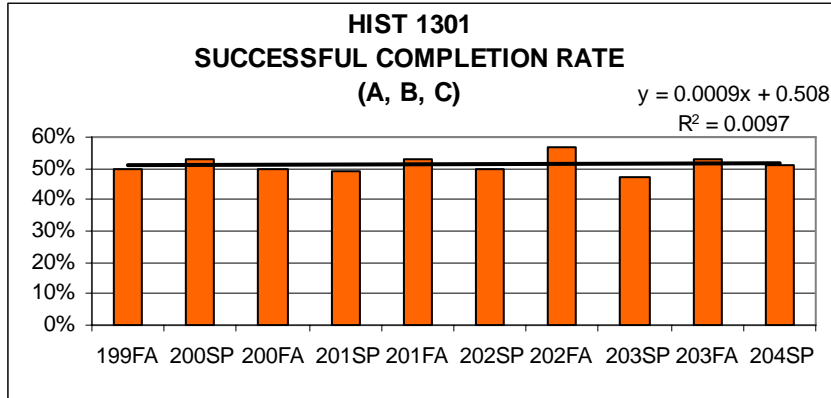
Summary of findings

Passing and successful completion rate linear trends for History 1301 cannot be determined due to weak linear correlations. History 1302, on the other hand, shows a strong linear correlation indicating an increase in student success rates of almost 2 percentage points per year. Likewise, History 2301, with moderate linear correlation, indicates a 4.4 percentage point increase in similar rates.

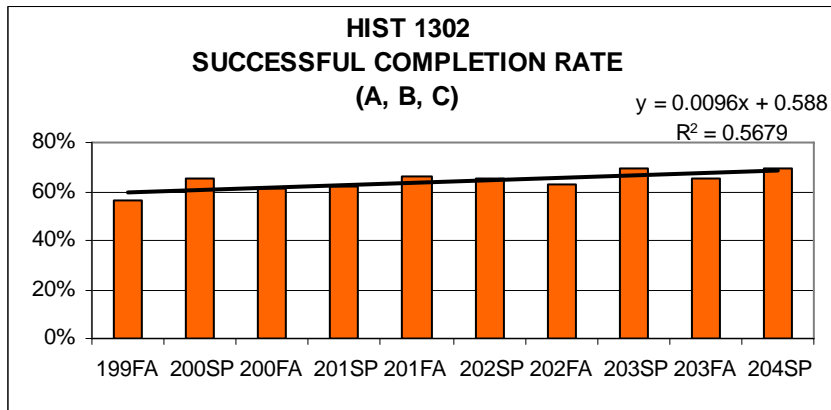
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- **Successful completion (ABC) rates by course** (Institutional Effectiveness and Research)

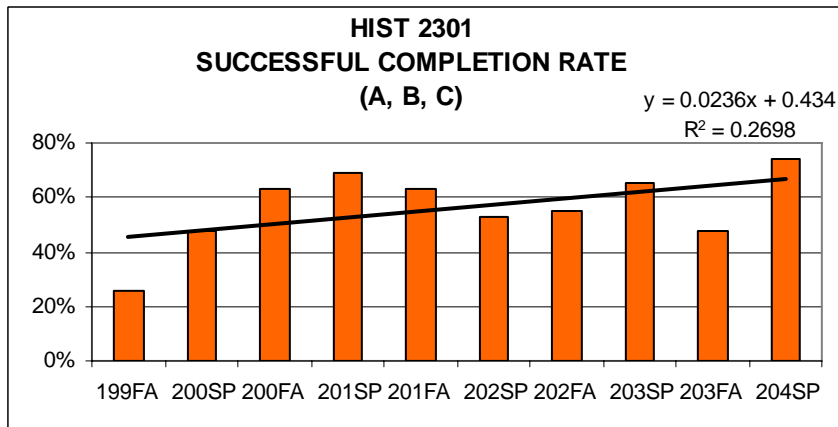
HIST 1301	199FA	200SP	200FA	201SP	201FA	202SP	202FA	203SP	203FA	204SP
ABC RATE	50%	53%	50%	49%	53%	50%	57%	47%	53%	51%



HIST 1302	199FA	200SP	200FA	201SP	201FA	202SP	202FA	203SP	203FA	204SP
ABC RATE	56%	65%	61%	62%	66%	65%	63%	69%	65%	69%



HIST 2301	199FA	200SP	200FA	201SP	201FA	202SP	202FA	203SP	203FA	204SP
ABC RATE	26%	48%	63%	69%	63%	53%	55%	65%	48%	74%



DEPARTMENT OF HISTORY

Summary of findings

Similar to passing rates, successful completion rate linear trends for History 1301 cannot be determined due to weak linear correlations however they consistently hover near 50%. History 1302, on the other hand, shows a strong linear correlation indicating an increase in student success rates of about 2 percentage points per year. Likewise, History 2301, with moderate linear correlation, indicates a nearly 5 percentage point increase in similar rates.

DEPARTMENT OF HISTORY

- **Factor analysis of instructor grade distributions for courses (Institutional Effectiveness and Research)**

Factor analysis and other statistical methods are used to determine patterns of grade distributions. The grade distributions for each instructor are also presented below. Data collected is from Fall 1999 through Spring 2004.

HIST 1301 GRADE DISTRIBUTIONS

HIST 1301	A	B	C	D	F	W	I
BAILEY	33%	30%	17%	3%	3%	13%	0%
BLACK	0%	50%	0%	13%	0%	38%	0%
BRYAN	20%	26%	14%	5%	12%	20%	2%
CHADWICK	26%	28%	11%	2%	16%	18%	0%
DUKE	8%	9%	10%	6%	18%	47%	2%
HUME	21%	16%	15%	9%	14%	24%	2%
HUTCHINS	29%	38%	8%	0%	10%	15%	1%
LAWHON	38%	27%	8%	0%	4%	19%	4%
MASSEY	18%	27%	16%	4%	9%	24%	2%
ROSEN	8%	8%	21%	17%	17%	29%	0%
STEVENS	6%	21%	21%	12%	13%	26%	1%
TEPERA	18%	11%	14%	14%	18%	18%	7%
TERRELL	13%	15%	20%	12%	13%	28%	0%
WEISS	31%	39%	5%	0%	10%	14%	1%
WHITE-WICK	11%	54%	11%	7%	0%	14%	4%
HIST 1301	16%	21%	15%	8%	13%	26%	1%

RESULTS

Predominantly A's and B's:

- Lawhon
- Weiss
- Bailey
- Hutchins
- Chadwick
- Bryan
- Massey

Predominantly F's and W's:

- Rosen
- Terrell
- Duke
- Stevens
- Hume
- Tepera

Predominantly B's:

- Black
- White-Wick

DEPARTMENT OF HISTORY

COMPONENT MATRIX

Rotated Component Matrix^a

	Component		
	1	2	3
LAWHON	.961		
WEISS	.951		
BAILEY	.947		
HUTCHINS	.947		
CHADWICK	.930		
BRYAN	.850		
MASSEY	.733		
ROSEN		.976	
TERRELL		.939	
DUKE		.878	
STEVENS		.822	
HUME		.747	
TEPERA		.737	
BLACK			.831
WHITE-WICK			.803

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

HIST 1302 GRADE DISTRIBUTIONS

HIST 1302	A	B	C	D	F	W	I
BAILEY	37%	26%	5%	0%	5%	26%	0%
BRYAN	23%	31%	22%	5%	7%	13%	0%
CARTER	33%	33%	11%	22%	0%	0%	0%
CHADWICK	31%	40%	4%	0%	6%	16%	1%
CHANCE	21%	14%	21%	0%	14%	29%	0%
DORSEY	17%	30%	13%	10%	10%	20%	0%
DUKE	13%	9%	12%	6%	19%	39%	3%
HUME	25%	24%	14%	7%	9%	17%	3%
HUTCHINS	41%	28%	8%	0%	11%	12%	0%
LAWHON	60%	20%	0%	0%	0%	20%	0%
MASSEY	45%	39%	10%	0%	0%	6%	0%
MCREE	8%	13%	25%	4%	25%	25%	0%
NASH	14%	17%	9%	9%	11%	31%	9%
STEVENS	10%	17%	34%	14%	14%	10%	0%
WEISS	13%	21%	22%	10%	14%	20%	1%
WHITE-WICK	19%	31%	23%	0%	6%	19%	2%
HIST 1302	21%	25%	17%	6%	10%	19%	1%

RESULTS

Predominantly A's and B's:

- Massey
- Hutchins
- Chadwick
- Hume

DEPARTMENT OF HISTORY

- Bailey
- Lawhon
- Carter
- Bryan
- Dorsey
- White-Wick

Predominantly W's:

- Duke
- Nash
- Chance

Predominantly C's:

- Stevens
- Weiss
- McRee

COMPONENT MATRIX

Rotated Component Matrix^a

	Component		
	1	2	3
MASSEY	.982		
HUTCHINS	.946		
CHADWICK	.941		
HUME	.911		
BAILEY	.892		
LAWHON	.887		
CARTER	.818		
BRYAN	.764		
DORSEY	.702		
WHITE-WICK	.666		
DUKE		.983	
NASH		.899	
CHANCE		.737	
STEVENS			.966
WEISS			.845
MCREE			.682

Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

DEPARTMENT OF HISTORY

- **Review of exams for courses** (Department Chair)

Examinations administered by the history faculty are appropriate for assessing level of attainment for learning objectives as well as the mastery of course competencies.

DEPARTMENT OF HISTORY

HONORS PROGRAMS

Describe and evaluate honors program involvement. (Department Chair)

Instructors are willing to work with students on honors projects and several instructors have helped students complete such projects. History faculty have a general view that normal history course requirements discourage student requests for honors participation.

DEPARTMENT OF HISTORY

CONTINUING EDUCATION

Describe and evaluate course overlays with Continuing Education. (Department Chair)

N/A

DEPARTMENT OF HISTORY

TECHNOLOGY

Describe and evaluate technology integration into curriculum. (Department Chair)

History courses include a wide variety of technology, i.e., use of computer technology in all courses, but most especially internet courses. Some history classrooms are equipped with LCD technology as well as more traditional technology such as DVD players, VCR's, large-screen television, overhead projectors, etc.

DEPARTMENT OF HISTORY

RESOURCES

(Department Chair)

Full-time/part-time faculty ratios and trends

Summary of Findings

Percentage of classes taught by full-time faculty

Summary of Findings

Adequacy of departmental budget

Is the current departmental budget adequate to meet the needs of the program?

Yes

No, *please explain.*

Yes, but barely. There are sufficient funds for current operations, but very little for maintenance/replacement (without curtailing current operations, of course). Non-salary budgets have been continually reduced.

Adequacy of facilities

Are the facilities required by the program adequate to meet the needs of the program?

Yes

No, *please explain.*

DEPARTMENT OF HISTORY

EVALUATION OF SUPPORT SERVICES

(Department Chair)

Support Service	Strong	Adequate	Needs Improvement
Library	X		
Copy center	X		
Media center		X	
IT	X		
Student workers	X		
Tutorial services	N/A		
Other (describe)			

If “needs improvement” was checked, describe areas of concern.

DEPARTMENT OF HISTORY

FUTURE

(Department Chair)

Strengths

Describe areas of strength within the program.

Students enrolling in history courses at Alvin Community College are very likely to get instruction that is at least as good as that at other Texas colleges and in most instances much better. I think this is a tremendous opportunity for residents of our service area and that it also underscores the major strength of our history department: we have some of the best teachers in the state. All of our history instructors share common traits: they all have a solid academic background, they all enjoy the study of history and, of greatest importance, they all enjoy teaching the discipline. They also enjoy working together and share a mutual interest in the quality and success of the department. I believe these circumstances contribute immensely to teaching effectiveness and comprise another major strength of our program. Instructors also take an active interest in the administrative aspects of the department (staffing of adjunct positions, instructor evaluations, institutional reports such as this, etc.) and are committed to the success and general well-being of the college and its future.

Weaknesses

Describe areas of weakness within the program.

As indicated on the first page of this review, the department has yet to develop suitable assessment instruments for measuring student levels of attainment regarding course competencies, educational objectives and perspectives in core curriculum courses. I have no doubt that the department successfully accomplishes these educational goals but we simply have not developed a suitable process for documenting that success.

Regarding other areas, there is some disparity among instructors re. course requirements and this could possibly result in students gravitating to particular instructors. Faculty members are aware of the situation and I anticipate them taking appropriate corrective measures.

We have some great adjunct history instructors, but the lack of consistency inherent in heavy reliance on adjunct faculty conceivably could reduce the department's instructional effectiveness. We could use another full-time history instructor.

Withdrawal rates are high in some courses but I think this is primarily the result of requirements in certain courses and the previous academic preparation of our students.

Opportunities

Describe feasible opportunities for improvement or enhancement to the program.

The continued expansion of technology, particularly in the more traditional (lecture) courses, will enhance the department's instructional effectiveness. Faculty members are assembling an extensive collection of DVD resources and there are plans to equip at least one classroom with LCD and Power Point technology. We are also expanding our distance-learning program and the gradual transition to all-internet distance-learning classes is a positive development.

DEPARTMENT OF HISTORY

The employment of another full-time faculty member when institutional finances allow is certainly a very feasible and obvious opportunity for improvement.

Threats

Describe any obstacles to the success of the program.

We've had a very successful program for many years. Aside from the seemingly general trend in the state legislature to decrease funds for community colleges, I don't anticipate any major threats to the continuation of the department's success.

Paperwork and administrative responsibilities arising from the measurement and documentation of teaching effectiveness could conceivably detract from classroom instruction, but I really don't view that as a major threat to the success of our program.

Quality Enhancement Plan

Describe actions and plans that the program/Department will implement over the next three years to improve its program. Each plan should describe:

1. What specifically is to be done and how it will help;
2. Who is responsible for carrying out the activity or process;
3. How the activity will be assessed;
4. A date when completion is expected.

The history faculty will continue to develop suitable assessment instruments for measuring student attainment levels regarding course competencies, educational objectives and perspectives in core curriculum history courses and tying the results to institutional goals. An institutional committee has been appointed to assist in the development of these instruments and coordinate other areas of institutional effectiveness in teaching core courses. These actions will probably take several years to complete but I anticipate significant progress in the department's (and the college's) evaluation of teaching effectiveness regarding core courses. In the meantime, the faculty is continuing to embrace THECB guidelines and incorporate THECB recommended educational goals, in particular the course competencies, in all core history courses. Appropriate course syllabi and student information plans are also being revised to reflect the department's emphasis on these areas. I anticipate that the Core Curriculum Committee, the Institutional Effectiveness Officer, and the department chair to access the success of these activities

We are gradually converting all distance-learning courses (television courses, traditional independent-study courses) to internet formats. The department chair will monitor the progress of this transition over the next two-to-three years.

A departmental web site is in the planning stages and will be accessible by summer 2006. Activity will be monitored by department chair.

Evaluation of previous QEP

Summarize the attainment of action plans developed during the last Program Review.

(NOT APPLICABLE)

DEPARTMENT OF HISTORY