

**Instructional Program/ Discipline Review
Report Guidelines, 2008 – 2009**

COVER PAGE

Program/Discipline: History and Political Science

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| • Hist-117B History of the United States From 1877 | CSU&UC |
| • Hist-118 Contemporary US History: 1945-present | CSU&UC |
| • Hist-119A Bad Girls: Women in American Before 1890 | CSU&UC |
| • Hist-119B Bad Girls: Women in American From 1890 | CSU&UC |
| • Hist-141 History of Early Rock and Roll: Music and Culture of the 1950's | CSU&UC |
| • Hist-142 History of Rock and Roll: Music and Culture of the 1960's | CSU&UC |
| • Hist-143 History of Rock and Roll: Music and Culture Since 1970 | CSU&UC |
| • PS-102 American Government | CSU&UC |
| • PS-103 International Relations | CSU&UC |
| • PS-104 Introduction to Political Theory | CSU&UC |
| • PS-105 Comparative Government | CSU&UC |

Describe how the program addresses current needs and applies current technologies.

Online Education: Faculty in the department have been working to increase on-line course offerings: Darren Bardell has developed online sections of Hist-117a and Hist-117b; Alan Kirshner has developed PS-102 online; Heather McCarty has developed History 105 online; and Howard DeWitt continues to teach Hist-141 and 142 courses on-line in retirement.

In the 2005-06 Program Review offering a fully online General Education Plan B (Area C) was one of the goals, and progress has been made towards this goal with all tenure track faculty placing their courses from Area C on-line. We now also have all of the Area D required courses on-line. Area D is the Social Sciences section and out core courses (Hist-10, Hist-117a, Hist-117b, and PS-102) are now all on-line.

Web Enhanced Courses: Both Howard DeWitt and Alan Kirshner are pioneers in Online or Web-Based learning. For the past 10 plus years, Alan has both taught online courses and developed his own (self-managed) general web site, for students in all of his sections. Utilizing Web CT, Darren Bardell and Heather McCarty offer all of their courses as Web Enhanced or "Hybrid." In these courses, students take online quizzes, participate in "live chats," form study groups, and access supplemental course material. In the years to come, the department will become increasingly web savvy and we will certainly make web-based technological competency an important criterion when evaluating the qualifications of new faculty hires.

Learning Communities: Within the context of the college's Title III project, the history department participates in the learning communities. The college describes learning communities as "a group of 2-4 classes that are linked together so students can make connections between different subjects. Faculty collaborate to create common themes, assignments, and interactive projects. Students work together, support one another, and foster the success of their peers. Being a part of a Learning Community allows students to grow and learn as part of smaller social and academic communities within the larger Ohlone College setting."¹

Heather McCarty has created a learning community with Narinder Bansal in geography entitled "California Dreaming." This community is offered on-line in spring 2009 and in person in fall 2009. Darren Bardell participates each semester in the University Express program offering Hist-

¹ <http://www.ohlone.edu/org/orientation/online/learningcomms.html>

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117a or Hist-117b. Matt Freeman, a regular adjunct, offers a learning community with Kay Harrison in the speech department entitled “Debate Today’s Issues with Tomorrow’s Leaders.”

Discuss the impact of the program on the college and/or other programs.

As noted earlier, the history department offers numerous cross listed courses. These courses help to expand the course offerings in the following departments or areas: Chicano Studies, Gender and Women’s Studies, Theatre and Dance, Music, and Interdisciplinary Studies.

As noted earlier, both Heather McCarty and Darren Bardell actively participate in learning communities with colleagues across disciplines.

Discuss the impact of the program on the community and the impact of the community on the program.

In addition to offering a wide array of courses available for community members to take for personal enrichment, degree completion, or transferability, the department also gives back directly to the community through service learning. Heather McCarty and Matt Freeman created the Ohlone Center for Civic and Community Engagement (OCCCE). The OCCCE “seeks to integrate Ohlone—both students and faculty—in efforts to engage and improve the social, economic, and political interests of the Tri-City area. This integration creates working relationships where students gain first hand experience applying democratic principles of participation and outreach. We encourage both faculty and students to define education as experiential and relevant to their civic lives and their communities. The OCCCE emphasizes the importance of giving back to the community, and exposes students to a variety of different successful grass roots organizing techniques. While the center has a local focus, we consider state, national, and international issues of vital importance to our local community and seek to outreach at these levels as well. Ultimately, the OCCCE’s mission is to instill a sense of civic responsibility in students, and empower them to become informed citizens and lifelong activists.”²

Heather McCarty and Matt Freeman work to help faculty across the disciplines to develop service learning projects. They organized and currently run a faculty learning community focused on helping faculty across the disciplines design service learning projects to be implemented in courses in Fall 2009. They also both offer service learning projects in their history and political science courses, helping their students to give back directly to the community.

2. Relationship to Ohlone College Mission, Values, and Goals

Discuss how the program supports the college mission statement.

As a department we strive to meet the mission of Ohlone college
to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported, and continually assessed.

In order to accomplish this the department offers a variety of rigorous courses and strives to find innovative ways to improve student learning.

² <https://www.ohlone.edu/org/civicengagement/>

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All of the courses offered in the history and political science department are university transferable (see section 1). The history and political science department even offers the core GE courses needed for transfer on-line courses make it easier for students to fulfill these requirements while juggling work, family, and school.

The history and political science departments also utilize a wide mix of both formal and informal assessments to assure that student learning outcomes are being achieved. Formally students are assessed through a variety of means, including essay exams, quizzes, oral presentations, mapping activities, service learning projects, and a mix of writing assignments. Faculty informally assess student understanding and mastery of the SLOs through in class student discussion, group work, and brief assessment tools such as free writes and one minute papers.

Faculty in the history department are continually experimenting with new pedagogical ideas and innovative technology to improve student learning. As noted in section 1, department faculty are involved with on-line instruction, learning communities, service learning, and curriculum development at Ohlone.

Discuss how the program supports one or more of the college core values.

The history and political science department supports several of the college's core values including: "*We promote diversity and inclusiveness.*"

Studying history and political science promotes diversity and inclusiveness by generating vicarious experiences in which students can test their own beliefs and values by the standards of others across time and space. History and political science provide unique insight into human nature and human civilization. By demanding that we see the world through the eyes of others, that we develop a sense of context and coherence while recognizing complexity and ambiguity, and that we confront the record not only of human achievement but also of human failure, the study of history and political science provide us with a richly-textured, substantive framework for understanding the human condition.

Every course in the history and political science explores the histories and experiences, as well as the intersections between, the diverse groups of people around the globe. We also offer courses that focus on the experiences of Asian Americans, African Americans, Mexican Americans, and women. Many of our courses specifically meet the diversity requirement itself.

Discuss how the program supports one or more of the college goals.

The history and political science department supports several of the college's goals including: "*Develop strategies to increase the proportion of full-time students including learning communities, cohort groups, enhanced facilities and improved course availability.*"

As noted in section 1, the faculty in the history and political science department have been innovators on campus working to increase accessibility to courses, thereby increasing the proportion of full-time students. Alan Kirshner has been a pioneer in developing self-paced as well as on-line course, and Darren Bardell and Heather McCarty have worked to expand the department's on-line education component. Darren and Heather are also both involved in learning communities on campus, as noted in section 1. Lastly, the continued growth of FTES in the department as noted in section 4 speaks to the effectiveness these strategies have had.

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3. Program Student Learning Outcomes

Define expected student learning outcomes at the program level.

The History and Political Science Department adheres to the American Historical Association's (AHA) guidelines for the teaching of history in institutions of higher education. The AHA maintains that, "The study of history incorporates the essential elements of liberal learning, namely, acquisition of knowledge and understanding, cultivation of perspective, and development of communication and critical-thinking skills; it reflects concern for human values and appreciation of contexts and traditions."³

The department established the three program student learning outcomes listed below. These program objectives are directly linked to the desired student learning outcomes for our courses because it is at the course level that students gain the experience and skill to master our program objectives.

Affective Domain

- SLO I: Students will develop an appreciation for the importance of historical and social science scholarship by:
 - gaining a comprehension of both continuity and change over time as they position themselves and their country, especially its institutions, within the larger historical narrative.

Cognitive Domain

- SLO II: Students will develop an understanding of the specific strengths, limitations, and biases of historical and social science scholarship by:
 - Describing what historians and political scientists do through a recognition of the kinds of sources they rely on and the types of questions they ask;
 - identifying the difference between primary and secondary sources;
 - critically thinking about course content to formulate their own interpretations.
- SLO III: Students will develop effective communications skills by:
 - reading secondary and primary source material;
 - discussing course content with the instructor and among their classmates;
 - writing basic essay arguments using historical and social scientific evidence.

Indicate the process used to determine the student learning outcomes. Program faculty are encouraged to work together to reach consensus when defining program student learning outcomes.

Current course and program SLOs were re-written and updated in 2005. They were created by the members of the history and political science department, and reviewed by outside colleagues and the division dean at that time. The revised SLOs bring consistency across the department and in our courses.

³ American Historical Association, *Liberal Learning and the History Major*,
<http://www.historians.org/pubs/Free/LiberalLearning.htm>

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There have been no significant program revisions since the last review. We began the process of developing an AA degree in history, but due to the current financial situation and zero growth measures we have ceased work on the AA. Heather McCarty wrote and is teaching a new women's history course, and several other future courses have been planned. We will resume this effort when funding returns.

Indicate any rationale for maintaining or changing established outcomes.

We have opted to maintain the current SLOs since they were revised in 2005 and brought continuity to the department. We will revisit the SLOs when we secure the resources to expand the department and offer an AA degree.

Map program outcomes to all related course outcomes and other learning experiences (i.e., project based learning or service learning). Common mapping techniques include tables or rubrics. Discuss how assignments, outcomes, and standards for sequenced courses relate to program success.

The MATRIX summarizes the relationship between program components (curriculum, courses) and program objectives.

Course	SLO I	SLO II	SLO III
Hist-104A	I, P, R	I, P, R	I, P, R
Hist-104B	I, P, R	I, P, R	I, P, R
Hist-105	I, P, R	I, P, R	I, P, R
Hist-107	N/A	N/A	N/A
Hist-112	P, R	I, P, R	P, R
Hist-114A	I, R	P	I, R
Hist-114B	I, R	P	I, R
Hist-115	R	P	R
Hist-117A	I, R	I, P, R	P, R
Hist-117B	I, R	I, P, R	P, R
Hist-118	I, R	I, R	P, R
Hist-119A	I, R, P	I, R, P	I, R, P
Hist-119B	I, R, P	I, R, P	I, R, P
Hist-141	I, R, P	I, R, P	I, R, P
Hist-142	I, R	I, R	I, P, R
Hist-143	R	P	R
PS-102	I, P, R	I, P, R	I, P, R
PS-103	R	P	R
PS-104	R	P	R
PS-105	R	P	R

I = Introduced: Formally introduces the SLO in the course.

P = Practiced: Consistently practices the SLO in the course.

R = Reinforced: Applied the SLO via specific course assignment or assessment to further reinforce it.

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Please see appendix A for individual course explanations of the relationship between course components and program objectives, and the assessments used to measure this relationship.

Design at least one assessment strategy for each student learning outcome. Additionally, identify assessment data to be considered.

Assessment Strategy for SLO I:

One of the best ways to determine success with this learning outcome is to survey the students at the beginning and end of the semester (see appendix E). Currently we use this form in our survey GE history courses: History 117A and 117B, and History 105. This allows the department to survey students at least once as they complete their required courses for the Ohlone transfer plans to CSU and UC. Two of the key questions to ask on this document are, “Why should we study the past?” and “What is historiography?”

The faculty in our department will assess this material and devote at least one lecture/discussion in the beginning of the semester to these topics. Part of the final exams in the courses include an essay or short answer question that is cumulative and requires the student to engage the “why study the past” question with specific course content. Finally, the students will fill out an exit survey in which they will again be asked to answer these questions and provide a short example that demonstrates their position.

Assessment Strategy for SLO II:

In order for students to develop an understanding of the specific strengths, limitations, and biases of historical and social science scholarship, they must be able to situate themselves, the era in which they live, and their country and its institutions within a larger historical narrative. They must also develop an understanding that this narrative is both subjective and objective. Our curriculum, therefore, is designed to reveal several discipline specific biases including the tendency for culturally grounded suppositions to affect both human behavior as well as historical and social science scholarship. Of course, students must learn dates, events, historical actors, etcetera, but they must also learn to recognize the diversity of values and beliefs that underlie secondary and primary documents.

Students have much to gain from an awareness that knowledge (historical, political, or otherwise) is not fixed, but often incomplete or vague, and thus open to varying interpretations. We want them to see that intellectual inquiry is part of an ongoing process in which they, by taking a history or political science course, are now engaged.

To bring students to this critical understanding of the contextuality of knowledge, instructors in the history and political science department employ a mix of teaching strategies. All courses use primary sources, such as photographs, film, oral histories, letters, diaries, and autobiographies, to which students can easily relate. These documents allow them to learn about historical subjects and political science theories by integrating the information into their own life experience.

Faculty also utilize the Socratic Method to get students to construct and take responsibility for interpretations of their own, and instructors occasionally structure classroom debates and role-play exercises around controversial or contemporary issues. The idea is to get students to engage

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with the course material on several levels, and to integrate classroom experience with students' prior knowledge.

The department wants students to appreciate that teaching and learning is a collaborative, active process. One of our main goals is to provide students with a more hands-on method of exploring intellectual perspectives and to provide a dynamic teaching and learning environment characterized by interactive classroom activities and lively presentations. Lecture is an important and effective teaching method but it has the potential to trigger passivity. To prevent this, our instructors mix discussion sessions and visual learning activities within their lectures. They regularly reinforce key ideas with visual media such as film, maps, hand-outs, Websites, or PowerPoint slides, and they intermittently pause to ask or answer questions. These types of learning activities permit students to critically think about course content to formulate their own interpretations.

Both formal assessments, such as exams and paper assignments, and informal assessments, such as observing student interactions with each other and the instructor, permit evaluation of this SLO. Please refer to appendix A to see how instructors assess this SLO for each course.

Assessment Strategy for SLO III:

Studying history and political science contributes to general education by improving students' communication, analysis, and problem solving skills. Assignments are designed to strengthen a student's ability to read critically by identifying the thesis and the supporting evidence of a secondary work, and the underlying assumptions of a primary document. To develop writing skills, instructors assign research papers and/or short answer "response" essays. In these assignments, students must use relevant historical evidence to defend generalizations, employ the organizational elements of formal writing, and compose clear and succinct essays. Finally, lectures and classroom discussions are structured so that students can enhance social interaction, listening, and note-taking skills. To improve these aptitudes, instructors teach various note-taking strategies, and hold students accountable (on quizzes and exams) for material discussed and presented in class. Furthermore, students are encouraged to show their instructors their notebooks so that progress with this important learning outcome can be gauged on a continual basis. Finally, A student will not pass any course offered in our department if they cannot demonstrate sufficient competency in written communications skills—all final exams have at least one component that requires students to write a detailed essay formatted answer in response to a complex historical/political science question.

Please refer to appendix A for specifics for each course offered in the history and political science department, and to section 4 below for student retention and success rate data.

4. Assessment of Student Success in Reaching Program Outcomes

Assess student level of achievement for expected learning outcomes using stated assessment strategies and data.

Faculty in the history and political science department assess student learning outcomes using the techniques listed in section 3 above. As a department, we do not feel that the growth of the department, student retention, and the number of students passing our courses accurately assesses student success. Again, we rely on the methods listed in section 3 to evaluate our SLOs. But we do feel that the growth of the department, student retention, and the number of students

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passing our courses does reveal useful information regarding the department itself and some of the problems we and our students face.

In 2007-08 the FTES for the history courses had a 48.0% gain over 2006-07, and a 40.7% gain over the previous four year average (see Appendix B). In 2007-08 the FTES for political science courses had a 12.0% gain over 2006-07, but a 20.0% decline from the previous four year average. The growth in FTES is particularly impressive considering that a history course and a political science courses ceased to be a general education requirements for students completing an associate degree using Ohlone's Plan A in 2005.

The department has grown each year in terms of its number of sections offered. There were 69 sections of history courses offered in 2007-2008, an increase over the 2006-2007 and 2005-2006 academic years. There were 17 sections of political science courses offered in 2007-2008, an increase over the number offered in 2006-2007, but a slight decrease in the number offered in 2005-2006.

Both the increase in FTES and sections of history and political science courses offered show that student demand has increased. The retention rate and the success rate in the course (defined as students passing the course with A, B, C, or credit) also help to assess in a limited way the student success in the department as a whole.

While the department and number of course offerings have grown the overall quality of our education has remained relatively constant. We are serving more students through expanded section offerings, and our retention and student success rate have remained relatively stable, with a few fluctuations and a very slight overall downward trend in student retention and success rate.

The peak year for student retention in political science courses was 2006-2007, and then dropped in 2007-2008. The peak year for retention in history courses was 2005-2006. History course student retention dropped slightly in the 2006-2007 and remained relatively constant in 2007-2008 years. Each year, the percentage rates have only shifted within a few percentage point range.

The number of students successfully passing history courses has remained relatively constant in the 2007-2008 and 2006-2007 academic years, with a slight decrease compared to the 2005-2006 and 2004-2005 academic years. The number of students passing the political science courses has remained relatively constant in the 2007-2008, 2005-2006, and 2004-2005 academic years with a slight decrease in the 2006-2007 academic year.

We can assume that students that pass the course have achieved the department SLOs since all the faculty teaching history and political science courses incorporate the department SLOs into their course SLOs.

Analyze changes in students' ability to meet stated outcomes, Identify trends and provide possible contextual explanations for these changes.

We attribute the minor fluctuations in students passing history and political science courses and student retention to lack of student preparedness. On a basic level, many of our students do not come to Ohlone with basic note-taking or study skills. History and political science courses

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require analytical reading, writing, and thinking skills, and many of our students do not come to college with these skills. The college does not permit us to require English 151, English 162, or English 101A as prerequisites for our courses. The result is that we have students that are not prepared to write at the college level, and are therefore not prepared to succeed on the essay exams or papers required in the history and political science courses.

Additionally, we believe that the low cost per unit influences our retention rate. Especially when we factor in the types of students we serve and the numerous additional responsibilities they hold in terms of family and employment. When students do not have a large financial investment in their course, they feel more comfortable dropping.

Analyze discrepancies between outcomes and performance levels.

See above and section 3.

5. Planning and implementing changes to improve learning

Considering assessment results, determine strengths to be continued and areas for improvement (opportunities for innovation).

Strengths to be continued are faculty involvement with both teaching and technology innovation, including participation in learning community, on-line and self-paced instruction, and curriculum development. These allow us to grow our number of FTES and improve student learning.

Unfortunately, the fiscal crisis has dramatically limited curriculum development and resulted in our greatest area needed for improvement—our non-western course offerings. We are unable to hire a non-western historian or a historian with diverse training in western history, political science and a specialty in non-western history for our 4th line. With the growth freeze we are also unable to offer new courses. The department had begun a plan to develop non-western courses and perhaps offer an AA degree in history, but without funds to hire part-time faculty or a full-time faculty member we are unable to continue with this plan.

For areas needing improvement, state specific plans including outcomes measured and a time frame for implementation.

Our weakest areas are interrelated: the lack of breadth of our course offerings. We do not have a non-western historian in the department, and therefore the history course offerings are all focused on the United States with the exception of Western Civilization. Without non-western history courses we are unable to offer an AA degree that members of our department have discussed.

The department would also like to take this opportunity to express our concern regarding the large number of students entering the community college who are under prepared for college-level course work. As noted in section 4, many of our students have limited reading, writing, critical thinking, motivation, and study skills. These limitations must be addressed if we wish to improve our student success rates.

We are pleased that the college has been and continues to work on basic skills. Faculty in our department continue to teach study skills in our courses and work to encourage and motivate our students to be successful. We hope that the college will remain committed to basic skills and continue to develop innovative solutions to student under preparedness.

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Clearly list any additional resources needed.

The department would like to hire a non-western historian or a generalist with a non-western background to fill our currently vacant 4th line. Considering our student demographics, and our connections with our sister college in China, ideally we would like hire either an Asian historian with a specialty in China. We are, however, open to other non-western areas or even a historian that can teach Western/World Civilization, Political Science and with a background in some non-Western area.

For each resource requested, discuss the potential impact on student learning, program success, and how it relates back to the college vision, mission, values, and/or goals.

The department recognizes that in this current budget crisis hiring to replace our 4th full-time line is not possible. It is, however, our hope that as soon as the economy recovers and the college has the financial resources to begin hiring again that the History and Political Science Department will be permitted to search for a replacement for our currently vacant 4th line.

Securing this position would allow the department to greatly enrich its course offerings and better fulfill the college's mission, values, and goals emphasizing diversity and inclusiveness, innovation, and increased course availability, as well as the commitment to serving the interests of the community. Hiring a new faculty member with a specialty in non-western history would address all of these.

Being able to hire a historian who can teach non-western courses for our fourth line in the department would allow us to offer courses that would better align with the demographic population of Fremont and Newark, thereby meeting the needs of community residents to better understand their ethnic, cultural, and religious histories. The department's curriculum would also better match the ethnic and racial student diversity on campus, and promote understanding of difference.

A new hire with a specialty in non-western history might also allow the department to offer an AA degree in history. We are currently unable to offer an AA in history because we lack enough diversity in our lower division courses. The department has continued to grow—and at a rate that far surpasses the colleges overall growth (see section 4). Growing the history department means growing the college and increasing FTES.

6. Describe Review and Dissemination Team* Involvement

List each team members name and title.

Heather McCarty, Associate Professor, History/ Poli Sci
Darren Bardell, Associate Professor, History/ Poli Sci
Alan Kirshner, Professor, History/ Poli Sci
Sarah Cooper, Full-Time Faculty, Psychology
Mikelyn Stacey, Division Dean
Nike Torres, Student Ohlone College (SID# 0319286)

Discuss key feedback provided by team and how it was incorporated into the report.

Heather McCarty prepared the matrix as a means by which to assess department objectives and distributed it to individual instructors to complete. She then collated the data and wrote the first

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draft of this document in January and February of 2009, and sent it to Alan Kirshner, Darren Bardell, Sarah Cooper, Nick Torres, and Mikelyn Stacey for feedback.

Based on the suggestions and comments, Heather revised the draft and then send it on to Jim Wright.

Appendix A: Individual Course Assessments of SLOs for Matrix

Appendix B: Annual FTES Chart for History and Political Science

Appendix C: Enrollment and Student Success Data for History Courses

Appendix D: Enrollment and Student Success Data for Political Science Courses

Appendix E: Student surveys used in GE courses