Program Description and Scope:

1. Program Review Title: History and Political Science Program Review
2. Academic year: 2013/2014
3. Review Type: Instructional Disciplines
4. Program/Departments: History/Political Science (22000)
5. Authority Code: 47-Dean, Language and Communication
6. External Regulations: Yes  No X
7. Provide a brief narrative that describes the instructional program/discipline.

There are many disciplines in which the answers to questions can be presented in a straightforward, unambiguous manner—history is not one of these. Unlike statistics, chemistry, or mathematics, where there is usually only one generally accepted answer to any question, in history there is usually many ways that one can understand, explain, and interpret the past. It is therefore necessary to choose from the array of possibilities and determine which one is most compelling. This choice should be based on a solid understanding of the questions, issues, and evidence available. The History/Political Science Department at Ohlone College provides students with the basic skills needed to accomplish this task. Ultimately, our goal is that they will come to appreciate and perhaps heed George Santayana’s well-known warning: those who fail to learn from history are destined to repeat it. The study of history is vital to a college education. Historians insist that the past be studied and understood on its own terms. Therefore, any historical phenomenon—an event, an idea, or a law—must first be understood in its historical context, and as part of a web of interrelated institutions, values, and beliefs unique to a particular culture and era. Among the liberal arts and social sciences, history is the discipline most concerned with understanding change. Instructors in the department seek not only to explain historical causality—how and why change occurs within societies and cultures—they also strive to explain the endurance of tradition, to understand the complex interplay between continuity and change, and to trace the origins, evolution, and decline of various institutions and ideas.

8. Describe how the program specifically serves students, faculty and staff.

The Department has 20 courses for transfer students, for students in two-year terminal programs, and for community residents seeking self-improvement and intellectual stimulation. Previously we offered all of the 20 courses on a rotating cycle, but due to budget courses we offer much more limited offerings focusing instead on the high demand core courses – Hist-117a, Hist-117B, Hist-105, and PS102.

All courses offered in the History/Political Science area are transferable to the California State University System and to the University of California. See attached chart. In addition to the standard classes in United States History, California History, A History of Western Civilization with a World Perspective, and American Government, courses are presented in International Relations, Comparative Government, African American History, Asian American History, Women United States History, and 20th Century U.S. History. We also offer course in popular culture such as A History of Rock and Roll. The Department cross-
references courses with other areas.

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

Faculty in the department have been working to increase on-line course offerings: Darren Bardell has developed online sections of Hist-117a, Hist-117b, and Hist-142; Heather McCarty has developed sections of History 105 and History 141 online; and Alan Kirshner – prior to his retirement – developed PS-102 online. An adjunct is now teaching PS-102 online, since Alan Kirshner retired.

Alan Kirshner is now retired, so the department is in a bit of flux in terms of determining which courses from the political science discipline we'll be able to offer on-line. Darren and Heather are historians. Our now two person department (down from 4 full-time faculty) decided that we are not very comfortable with any of the current political science adjuncts we currently have teaching on-line. Now that Alan Kirshner is no longer teaching on-line in retirement, we had no choice but to try an adjunct in the on-line course in Fall 2012. Heather McCarty worked with her over the 2012 summer to help her develop her Poli Sci course shell in Blackbaord.

Utilizing blackboard, Darren Bardell and Heather McCarty offer all of their in person courses as Web Enhanced. 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. Darren Bardell completed the on-line teaching certificate program from @One during the Spring and Summer of 2012.

Even though the Title III monies are no longer available, we have continued with some of the projects that originated out of that project/ grant. 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.” In the past, Heather McCarty created a learning community with Narinder Bansal in geography entitled California Dreaming. This community was offered on-line in spring 2009 and in person in fall 2009. We hope that as budgetary times recover and we have more flexibility in course offerings we'll once again be able to offer this learning community. Darren Bardell participates each semester in the University Express program offering Hist-117a or Hist-117b.

The history department also received a foundation grant. We have purchased to ipad2s and some whiteboard software called Doceri. We are experimenting using these technologies in our classrooms. Heather McCarty is currently using the Doceri application to share in class work with on-line students to increase the "real classroom" feel for on-line students.
10. Discuss the impact of the program on the college and/or other programs.

As noted earlier, the history department used to offer 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. When the budget is restored, we hope to begin offering our courses at the level we used to. The department was cut by over 30%, so we had to stop offering several of our none core courses, including some of our Chicano History, African American, and Women’s History offerings.

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

11. 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. Students in Heather McCarty's in person History 105 course have the option of conducting semester long service learning projects. During the Fall 2011 semester and the Spring 2012 semester a total of 23 students were involved in community service projects ranging from working with Reading Partners to helping in homeless crisis centers. Service learning projects create working relationships where students gain first hand experience applying democratic principles of participation and outreach, as well as a greater understanding of the historical processes that led to contemporary problems in the state.

Heather McCarty has also worked to help faculty across the disciplines to develop service learning projects. Unfortunately, there are not many faculty interested in service learning at the moment, despite efforts at outreach and the creation of a faculty learning community on the subject.

- **College Mission**
  1. **Mission Statement**
     The mission of Ohlone College is 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.
  2. **Vision Statement**
     Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success.
  3. **Core Values, Goals & Objectives:**
     **College Core Values**
     - We provide life-long learning opportunities for students, college personnel and the community.
     - We open access to higher education and actively reach out to under-served
populations.
- We promote diversity and inclusiveness.
- We maintain high standards in our constant pursuit of excellence.
- We value trust, respect and integrity.
- We promote team work and open communication.
- We practice innovation and actively encourage risk-taking and entrepreneurship.
- We demonstrate stewardship for our human, financial, physical and environmental resources.

College Goals/Objectives
1. Through innovative programs and services, improve student learning and achievement.
   1. By 2013, have in place an ongoing system for identifying and assessing student learning outcomes at the program and course levels, which includes faculty dialogue and appropriate improvement plans.
   9. By 2011, achieve 100% completion of professional development in online instructional methods and online course management for faculty who teach fully online or hybrid courses.
6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.
   1. By 2015, increase the number of course offerings that meet the General Education Plan A Intercultural/International Studies requirement.

4. Briefly describe how the program supports the college mission, vision selected college values.

In order to support the college mission, vision and values, the department offers a variety of rigorous courses, strives to find innovative ways to improve student learning, and focus on diversity and inclusiveness in all of our courses.

All of the courses offered in the history and political science department are university transferable (see attached chart). The history and political science department even offers the core GE courses needed for transfer on-line to make it easier for students to fulfill these requirements while juggling work, family, and school. Unfortunately with the retirement of our political science faculty member our offerings of the GE political science courses needed for transfer on-line have declined. Alan Kirshner retired and was teaching one section of PS102 in his retirement (previously he taught 2 sections each semester), but he will no longer be doing that starting Fall 2012. We have hired an adjunct to take over the 1 remaining online section this fall, and Heather McCarty worked with her over summer 2012 to help her develop the course.

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
Faculty in the history department are continually experimenting with new pedagogical ideas and innovative technology to improve student learning. As noted in the description and scope section, department faculty are experimenting with iPad2 in the classroom and involved with on-line instruction, learning communities, service learning, and curriculum development at Ohlone.

Additionally, 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.

5. Briefly describe how the program supports selected college goals.

The history and political science department supports several of the college’s goals including: “Through innovative programs and services, improve student learning and achievement.”

As noted in the description and scope section, 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. Darren Bardell and Heather McCarty have worked to expand the department’s on-line education component.

Students enrolled in Heather McCarty's History 119B course also complete a semester long guided research paper based on primary sources. They learn how to successfully design, research, and write a college level research paper. This will help them to be more successful when they transfer to a year school by providing the skills they will need. Additionally, students in Heather McCarty's History of California may choose to complete service learning projects, which not only help them to apply their learning, but provides them with the opportunity to gain real world skills and improve their communities.

Lastly, the continued growth of FTES in the department as noted in student achievement section speaks to the effectiveness these strategies have had.

6. Briefly describe how the program supports selected college objectives.
The department supports the objective 6: "Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives."

As noted above in the core value section, 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.

Heather McCarty wrote and is teaching new courses in women's history, she also wrote an introduction to Gender and Women's Studies course. This course was first taught in Fall 2009, and continues to be taught each spring. It is a capstone course the Gender and Women's Studies certificate.

Heather McCarty wrote two new non-western courses for the department during the 2012-2013 academic year -- History 106A World History to 1500 and History 106B World History Since 1500. These courses were approved for transfer to both the UC and CSU system and we will offer History 106B for the first time in Spring 2014.

* Program SLOs & Assessment
  1. Program SLO -

     Students will demonstrate knowledge of and assess the significance of the cause and effect relationship among various issues, groups, and events; key social, political, and economic forces; and major concepts and theoretical perspectives in history and/ or political science.

     a. Indicate program assessment strategies used.
        i. Other

        All faculty include as part of their final exams in their courses an essay or short answer question that is cumulative and requires the student to engage the “why study the past” or "change over time" question with specific course content. Starting in spring 2012, we implemented a plan to annually track how many students in our three major survey courses--History 117A, History 117B, and History 105--taught by tenured faculty passed the change over time
essay question on the final exam. We use the pass rate in these courses to assess this program level SLO.

For spring 2012, only History 117A and History 117B were taught by a tenured faculty member. In History 117A face to face, 86 students took the final and 76 students passed. In History 117B face to face, 84 students took the final and 73 students passed. In History 117B on-line, 56 students took the final and 49 students passed. The on-line students appear to have a higher success rate.

With an average 88% passing rate for the change over time question we feel strongly that our students are mastering this SLO. At the program level, we believe that our tenured faculty excel at providing instruction in a manner that encourages, supports, and achieves student mastery.

We hope in the future that the college will provide funding to pay part-time faculty to participate in assessment. In order to best evaluate the overall success of our program, we need data from part-time faculty since they do the majority of the teaching in our department. Currently, all we can say about achieving our Program SLOs is based on tenure track faculty. This is not the best measure of our program.

b. Describe the criteria and standards used to appraise student work.

As mentioned above, each faculty member includes a "cause and effect" or "change over time" type essay or short answer question as part of their final exam. These questions are cumulative and require the student to engage the questions with specific course content. Faculty evaluate the student answers to this question as part of the course grading. This allows faculty to determine at the end of the semester which students have mastered this SLO. Faculty also informally assess the mastery of this SLO by students during group discussions and group work. Lastly, faculty devote at least one lecture or discussion to the discipline of history or political science. See SLO and Assessment attachment.

c. Enter assessment results and analyze student success in achieving this program SLO.

Students cannot pass history and political science course exams without mastering this SLO. Thus we use the successful completion rates for each course as our quantitative data. Starting in 2012 we've introduced a closer analysis for the three major survey courses--History 117A, History 117B, and History 105--taught by tenured faculty. We will track how many students passed the change over time essay question on the final exam. We will use the pass rate in these courses to assess this program level SLO. We use the informal in classroom assessments, the essay exam answers, and the overall pass rate of courses as the qualitative data. See SLO and Assessment attachment.
d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

Course and program SLOs were re-written and updated in 2005, and were formally reviewed in spring 2012 by the remaining members of the department -- Heather McCarty and Darren Bardell. We decided that we liked the spirit of the Program SLOs, but thought they were too verbose. As a result, we streamlined the current Program SLOs. We also rewrote the SLOs for all of our courses to be certain that they properly aligned with the Program SLOs.

Here are the old Program SLOs:

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.

ii. Students will develop an understanding of the specific strengths, limitations, and biases of historical and social science scholarship by: (a) 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; (b) identifying the difference between primary and secondary sources; (c) and critically thinking about course content to formulate their own interpretations.

iii. Students will develop effective communications skills by: (a) reading secondary and primary source material; (b) discussing course content with the instructor and among their classmates; (c) writing basic essay arguments using historical and social scientific evidence.

e. Future Action (Improvements)

2. Program SLO -

Students will understand the interpretive nature of the fields of history and political science by analyzing, interpreting, and differentiating between primary and secondary sources used by each discipline.

i. Indicate program assessment strategies used.
   i. Culminating project
   ii. Department Testing
   iii. Other

All faculty assign primary and secondary sources in the courses. Faculty devote at least one lecture or discussion to the topic of sources and the craft of the historian or political scientist. Faculty also conduct pre and post surveys in History 117A, 117B, and 105. See attachment. This assessment has been modified for Spring 2012 and will use the new modified form for 2012-2013 academic year. Due to the additional work-load the survey’s created, we will only use the survey tool every three years.
a. **Describe the criteria and standards used to appraise student work.**

Surveys of students at the beginning and end of the semester in History 117A, 117B, and 105 (our highest enrolled courses) allow the department to survey students at least once as they complete their required courses for the Ohlone transfer plans to CSU and UC. Some of the key questions asked on this document are, "What is a primary source? What is a secondary source?" The faculty in our department assess the material gathered from the initial surveys to see how many students can successfully answer the questions at the beginning of the semester. The students also fill out an exit survey in which they are again asked to answer the same questions. The responses of these surveys are compared with the initial surveys to see how many students understand this SLO by the end of the semester. See SLO and Assessment attachment.

We now ask two additional questions prior student completion of courses taught by tenure faculty. We are doing this to assess the long-term retention of this specific SLO.

b. **Enter assessment results and analyze student success in achieving this program SLO.**

The success rates in the pre and post survey conducted in the 2008 - 2009 academic year revealed that 92% of students successfully answered the survey questions at the end of the semester. The pre surveys were not quantified, but in general the overwhelming majority of students could not answer the questions.

In the 2010-2011 academic year we modified the form so that students place their names on the form. This way we can track individual mastery of the material, and disqualify any student that did not complete the course from the data set. The results produced similar rates. At the beginning of the course only 9% of students know what a primary source is and only 3% know what a secondary source is. At the end of the semester 98% knew what a primary document was, and 93% know what a secondary source is. We tried the new modified form in Heather McCarty's H105 course to assess its effectiveness prior to wider implementation.

The results cumulative results for the 2011-2012 academic year are as follows: of the students that had previously completed a course with Heather McCarty 89% knew what a primary source was at the start of the semester, but only 65% knew what a secondary source was.

Collectively, what this data tells us is that at the start of each semester almost all students start our survey courses without prior knowledge of primary or secondary sources. At the end of the semester, they have mastered what primary and secondary sources are. Unfortunately, it appears as though the mastery of these import disciplinary sources is short-lived. In particular, students seem to struggle with long-term mastery of secondary sources.
Heather McCarty and Darren Bardell discussed these results, and have agreed that we need to increase the amount of time spent on primary and secondary source materials. We have begun implementing a regular source discussion each time course readings are discussed. We believe regular conversations about source types will help students achieve long-term mastery.

We will continue to use the assessment tool to evaluate students in the core courses again in Fall 2014 to see if there is improvement in long-term mastery of primary and secondary materials has improved or if additional modifications need to be made in instruction.

See SLO and Assessment attachment.

c. Describe revisions in curriculum or teaching strategies implemented to promote student success.

Current course and program SLOs were re-written 2005, and then again in summer 2012. They were created by the members of the department, and reviewed by outside colleagues in both the humanities, social sciences, and counseling division for feedback. The revised SLOs bring consistency across the department and in our courses. Heather McCarty revised the pre and post survey in 2008, and then Heather redesigned the survey in January of 2012 for use in the spring 2012 semester.

d. Future Action (Improvements)

3. Program SLO -

Students will construct hypotheses demonstrating critical thinking, reading, and writing skills.

i. Indicate program assessment strategies used.

   a. Describe the criteria and standards used to appraise student work.

      As mentioned above, each faculty member includes a "cause and effect" or "change over time" type essay or short answer question as part of their final exam. These questions are cumulative and require the student to engage the questions with specific course content. Faculty evaluate the student answers to this question as part of the course grading. This allows faculty to determine at the end of the semester which
students have mastered this SLO. Students cannot pass history and political science course exams without mastering this SLO. Thus we use the successful completion rates for each course as our quantitative data.

Starting in 2012 we introduced a closer analysis for the three major survey courses--History 117A, History 117B, and History 105--taught by tenured faculty. We now track how many students passed the change over time essay question on the final exam. We also use the pass rate in these courses to assess this program level SLO. We use the informal in classroom assessments, the essay exam answers, and the overall pass rate of courses as the qualitative data.

Faculty also informally assess the mastery of this SLO by students during group discussions and group work. See SLO and Assessment attachment.

b. *Enter assessment results and analyze student success in achieving this program SLO.*

Students cannot pass history and political science course exams without mastering this SLO as exams require mastery of this SLO. Thus we use the successful completion rates for each course as our quantitative data. We use the informal in classroom assessments and the essay exam answers as the qualitative data. See above and see SLO and Assessment attachment.

c. *Describe revisions in curriculum or teaching strategies implemented to promote student success.*

Current course and program SLOs were re-written 2005, and then again in summer 2012. They were created by the members of the department, and reviewed by outside colleagues in both the humanities, social sciences, and counseling division for feedback. The revised SLOs bring consistency across the department and in our courses. Heather McCarty revised the pre and post survey in 2008, and then Heather redesigned the survey in January of 2012 for use in the spring 2012 semester as a trial run and then full implementation in courses taught by tenured faculty in 2014-15 academic year.

Lastly, please see above for a description of the new assessment technique we'll be employing in our three major survey courses to assess not just the successful mastery of this SLO at the course level, but also at the program level.

d. *Future Action (Improvements)*

- **SLO Matrix**
  
  *Key: I-Introduced, P-Practiced with Feedback, M-Demonstrated at the Mastery Level*

<table>
<thead>
<tr>
<th>Course</th>
<th>SLO-1</th>
<th>SLO-2</th>
<th>SLO-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>AJ 121</td>
<td>M</td>
<td>P</td>
<td>M</td>
</tr>
</tbody>
</table>
SLO Matrix Comments

We used a slightly different SLO matrix which allowed faculty to choose more than one answer. Each faculty member was asked to evaluate their courses and provide feedback to Heather McCarty, who compiled the data. Please see the attached matrix, which includes individual course explanations of the relationship between course components and program objectives, and the assessments used to measure this relationship. We opted to keep our matrix and data as an attachment since it is more extensive than the one prepared for the on-line program review. We converted to the Ohlone matrix, although as a department we feel strongly that there are serious methodological issues with it. We hope that the college will adopt a matrix that permits more than one answer. See attached Matrix and Individual course assessment document.

Course SLO & Assessment

HIST 105 History of California
1. Identify and assess the significance of key social, political, and economic forces in California from pre-contact to present day.
2. Discuss and describe the cause and effect relationship among various issues, groups, and events within California, analyze their overall influence upon contemporary society, and analyze their impact nationally and internationally from pre-contact to the present day.
3. Demonstrate sound historical scholarship by analyzing, interpreting, and differentiating between primary and secondary sources.
4. Construct historical hypotheses demonstrating critical thinking, reading, and writing skills.
5. Compare the distinctive elements in California Constitution with the U.S. Constitution.

**Indicate planned course assessment strategies**

Other

**Other**

We use a pre and post survey designed by Heather McCarty to assess Course SLO 3 and Program SLO 2. See Pre/ Post Department Assessment attachment. We also evaluate the pass rate of student exam questions that require students to answer cause and effect/change over time, which addresses course SLOs 2 and 4 and program SLOs 2 and 3. Please the Program SLO and Assessment section of the Program Review for a detailed explanation of our assessment strategies, date, and analysis.

**Describe the criteria and/or performance standards used to appraise student work.**

Please see the Program SLO and Assessment section of the Program Review for a detailed explanation of our assessment strategies, data, and analysis.

**Enter assessment results and analyze student success in achieving course SLOs.**

Please see the Program SLO and Assessment section of the Program Review for a detailed explanation of our assessment strategies, data, and analysis.

**Describe revisions in curriculum or teaching strategies implemented to promote student success.**

Please see the Program SLO and Assessment section of the Program Review for a detailed explanation of our assessment strategies, data, and analysis.

**Future Action (Improvements)**

Maintain current student learning plan

**HIST 117A History of the United States**

1. Examine a basic backlog of factual source information concerning the history of the United States so as to obtain a concrete dimension of historical perspective.
2. Interpret and evaluate this factual material so as to be able to construct viable hypotheses concerning the American experience.
3. Illustrate the process of interaction between source materials and the interpretations given them by various historians.
4. Identify the unique elements of American institutions and express the variety of sources and interactions which have given rise to these institutions.
5. Analyze those aspects of American history that can be pragmatically employed in one's everyday life as an individual and as a citizen.
6. Express a fundamental and conceptual understanding of our nation's past as measured by research assignments and classroom presentations.
7. Appraise the nation's heritage and institutions in their multifaceted political, economic, social,
and cultural perspectives.

8. Apply the historical method of careful and objective analysis in seeking out new depths of
perception about ourselves, our nation, and our collective past.

**Indicate planned course assessment strategies**

**Other**

We use a pre and post survey designed by Heather McCarty to assess Course SLO 3 and Program
SLO 2. See Pre/ Post Department Assessment attachment. We also evaluate the pass rate of student
exam questions that require students to answer cause and effect/ change over time, which
addresses course SLOs 2 and 4 and program SLOs 2 and 3. Please the Program SLO and
Assessment section of the Program Review for a detailed explanation of our assessment strategies,
date, and analysis.

**Describe the criteria and/or performance standards used to appraise student work.**

Please see the Program SLO and Assessment section of the Program Review for a detailed
explanation of our assessment strategies, data, and analysis.

**Enter assessment results and analyze student success in achieving course SLOs.**

Please see the Program SLO and Assessment section of the Program Review for a detailed
explanation of our assessment strategies, data, and analysis.

**Describe revisions in curriculum or teaching strategies implemented to promote student
success.**

Please see the Program SLO and Assessment section of the Program Review for a detailed
explanation of our assessment strategies, data, and analysis.

**Future Action (Improvements)**

Maintain current student learning plan

**HIST 119B Bad Girls: Women in America from 1890 ** This course will not be assessed
again***

1. Acquire and demonstrate an analytical knowledge of the nation's history that can be
pragmatically employed to develop historical perspective and to understand the experiences of
gender in the United States since 1890.
2. Evaluate and interpret factual information so as to be able to construct viable hypotheses
concerning the varied experiences of women in North America.
3. Analyze primary source materials to understand that history is a process of interaction between
factual source material and those who interpret them.
4. Differentiate the social, political, and economic forces that have shaped and defined gender in
Indicate planned course assessment strategies

Indicate planned course assessment strategies

Other

We use a pre and post survey designed by Heather McCarty to assess Course SLO 3 and Program SLO 2. See Pre/ Post Department Assessment attachment.

Describe the criteria and/or performance standards used to appraise student work.

Heather McCarty created a pre and post test survey that is used to assess our highest enrolled courses, and this survey was also given to students in H119B. The survey asks students to include their name for tracking purposes, which history courses they have had before, and a few questions related to historical sources. Some of the key questions asked on this document are, "What is a primary source? What is a secondary source?" This allows for assessment of both the Program SLO 2 and Course SLO 3. See Pre/ Post Department Assessment attachment.

Enter assessment results and analyze student success in achieving course SLOs.

Heather McCarty uses this survey in H119B. She assessed the material gathered from the initial surveys to see how many students can successfully answer the questions at the beginning of the semester. The students also fill out a post survey in which they are again asked to answer the same questions. The responses of these surveys are compared with the initial surveys to see how many students understand this SLO by the end of the semester.

At the start of the Spring 2011 semester only 12% of students knew what a primary source is and 4% knew what a secondary source is. In Spring 2012 semester, 11% of students knew what a primary source is and 3% knew what a secondary source is. At the end of both semesters, 100% knew what both primary and secondary sources are. This data tells us is that at the start of each semester almost all students start our survey courses without prior knowledge of primary or secondary sources. At the end of the semester, they have mastered what primary and secondary sources are.

As part of the assessment of the higher enrolled courses (H117A/B and H105), we ask students if they have taken courses with Heather McCarty and Darren Bardell. 100% of those reporting previously completing H119B answered the pre-survey survey questions regarding what is a primary and secondary source correctly. This shows that students completing H119B not only master SLO 3 during the semester of the course, but retain it.

Describe revisions in curriculum or teaching strategies implemented to promote student success.
No revisions were made because the outcome is so positive. The 100% mastery rate most likely results from the fact that students complete a semester long independent research paper where students locate and use both primary and secondary sources.

**Future Action (Improvements)**
Maintain current student learning plan

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**HIST 141 History of Rock and Roll: Music and Culture of the 1950s**
1. Analyze the symbiotic interrelationship between rock and roll music and American society.
2. Understand the musical development of Rock & Roll from its roots to the end of the 1950s.
3. Know the most influential artist and songs and the part they played in the evolution of rock and roll music.
4. Demonstrate an understanding of contemporary and historical interpretations of the rock and roll era.

**Indicate planned course assessment strategies**
Performance Assessment – Lyric Analysis Paper

**Describe the criteria and/or performance standards used to appraise student work.**
Student’s complete a research paper in which they select a song by a key artist and analyze the lyrics. Students are asked to put the lyrics into the social and political context of the period. They are asked to consider the following questions:

- What are the song’s major themes? Does it tell a story? Suggested topical classifications: romantic love, sex, alienation, injustice/ justice, etc. Be certain to include specific examples from the lyrics.
- Is there an explicit or underlying political or cultural message? Be certain to include specific examples from the lyrics.
- What are the important elements of the artist’s personal history and career that enhance your understanding of the music?
- How did the surrounding political and cultural climates influence the artists and their work? Think about cultural and political movements and youth culture and its relationship to society. What was happening in the United States when this song came out?

These questions address SLOs 1 and 3. The pass rate of students on the assignment will be used to measure student mastery of these SLOs.

**Enter assessment results and analyze student success in achieving course SLOs.**
Thirty-eight students completed the assignment in Fall 2012, and all thirty-eight passed with a C grade or higher – a 100% success rate.

**Describe revisions in curriculum or teaching strategies implemented to promote student...**
success.
No revisions were made because the outcome is so positive.

Future Action (Improvements)
Maintain current plan.

Key/Responsible Personnel:

Heather McCarty

HIST 117B History of the United States
1. Acquire a basic backlog of factual source information concerning the history of the United States so as to obtain a concrete dimension of historical perspective.
2. Critically and objectively evaluate and interpret this factual information so as to be able to construct viable hypotheses concerning the North American experience.
3. Through the use of source materials, gain an understanding that history is not dogma; that it is a process of interaction between factual source materials and those who interpret them.
4. Identify aspects of the heritage and institutions of the United States that are to some degree unique and to focus on the causational rationale creating this uniqueness.
5. Acquire and demonstrate an analytical knowledge of the nation's history that can be pragmatically employed in one's everyday life as an individual and as a citizen.
6. Gain a fundamental factual and conceptual understanding of our nation's past as measured by research assignments and classroom presentations.
7. Identify our nation's heritage and institutions, in their multifaceted political, economic, social, and cultural perspectives.
8. Employ the historical method of careful and objective analysis in seeking out new depths of perception about ourselves, our nation and our collective past.

Indicate planned course assessment strategies
Other

Other
We use a pre and post survey designed by Heather McCarty to assess Course SLO 3 and Program SLO 2. See Pre/ Post Department Assessment attachment. We also evaluate the pass rate of student exam questions that require students to answer cause and effect/ change over time, which addresses course SLOs 2 and 4 and program SLOs 2 and 3. Please the Program SLO and Assessment section of the Program Review for a detailed explanation of our assessment strategies, date, and analysis.

Describe the criteria and/or performance standards used to appraise student work.
Please the see Program SLO and Assessment section of the Program Review for a detailed explanation of our assessment strategies, data, and analysis.
Enter assessment results and analyze student success in achieving course SLOs.
Please see the Program SLO and Assessment section of the Program Review for a detailed explanation of our assessment strategies, data, and analysis.

Describe revisions in curriculum or teaching strategies implemented to promote student success.
Please see the Program SLO and Assessment section of the Program Review for a detailed explanation of our assessment strategies, data, and analysis.

Future Action (Improvements)
Maintain current student learning plan

HIST 104A Western Civilization With a World Perspective until 1600
1. Explain the beginnings of civilization. Demonstrate on an essay exam an awareness of the interaction of historical events.
2. Describe on an exam the impact of early civilizations on modern world cultures.
3. Detail specific historical examples from Ancient Egypt, Mesopotamia, Ancient Greece, Medieval Europe, the Renaissance, the Reformation, the Age of Exploration, and at least one non-Western Civilization before 1600.
4. Distinguish contributions of past civilizations and relate them to modern cultures.
5. Name some of the great minds from past civilizations around the world.
6. Memorize important events in Western Civilization that impact World History.

Indicate planned course assessment strategies
Other

Other
Heather McCarty is assessing this course as it is only taught by adjuncts. Heather used the final exam given by Alan Kirshner in Fall 2011 to assess course SLOs 1, 2, and 4.

Describe the criteria and/or performance standards used to appraise student work.
Heather McCarty is assessing this course as it is only taught by adjuncts. Heather used the final exam given by Alan Kirshner in Fall 2011 to assess course SLOs 1, 2, and 4.

This was the third exam given in the course. The previous two early exams were also the same essay format. Students were given three possible essay topics and they picked one to write about on the exam. So the final exam, was the third essay exam that students will have answered. I opted to use the third essay exam since students will have already received feedback on the first two exams and this will be a reinforcement of skills related to the SLOs being assessed -- SLOs 1, 2, and 4.
All three of the essay exams require students to construct a historical hypothesis, per SLO4. All of the essay questions also require students to assess the significance of a key social, political, and/or economic force in World History (SLO 1) and discuss the cause and effect relationship (SLO 2). Heather McCarty is using the grades reported by Alan Kirshner on the exam as a measure for whether or not students successfully mastered SLOs 1, 2, and 4. Please see the attached essay questions.

Enter assessment results and analyze student success in achieving course SLOs.
Alan Kirshener explained that students could not pass the exam without successfully demonstrating mastery over all three SLOs. Therefore, Heather McCarty is using the grades reported by Alan Kirshner on the exam as a measure for whether or not students successfully mastered SLOs 1, 2, and 4.

In a class of 31 students, eight students earned As, nine students earned Bs, four students earned Cs, five students earned Ds, three students earned Fs, and two students did not take the final exam. Of the 29 students that completed the exam, 72% of the them mastered the SLOs with a C grade or higher.

Describe revisions in curriculum or teaching strategies implemented to promote student success.
None at this time.

Future Action (Improvements)
Maintain current student learning plan

HIST 104B Western Civilization With a World Perspective From 1600.
1. Give examples of the emergence of national-states and their transformation to nationalism in class and on exam.
2. Explain on an exam and in class the change from speculative thought to science.
3. Comment to the class on literature, music and art from various historical periods and in diverse political cultures.
4. Name some of the historical conflicts of the past five hundred years.
5. Examine in various monographs the major forces of modern history: capitalism, science, nationalism, imperialism, industrialism, Marxism, terrorism and future shock.
6. Identify in the group meeting various modern and contemporary political systems.

Indicate planned course assessment strategies
Other

Other
Heather McCarty is assessing this course as it is only taught by adjuncts. Heather used the paper topics and paper grades of Steve Hanna's Spring 2012 H104B course to assess course SLOs 1, 2, 3,
Describe the criteria and/or performance standards used to appraise student work.

Heather McCarty is assessing this course as it is only taught by adjuncts. Heather used the paper topics and paper grades of Steve Hanna's Spring 2012 H104B course to assess course SLOs 1, 2, 3, and 4.

Steve Hanna assigns 2 papers over the course of the semester. Heather McCarty is using the second paper assignment as a means to assess the course SLOs. The second paper topic was chosen because the paper assignment is identical in format, and only the topics differ. So the second paper means that students are attempting this assignment for the second time, and therefore the have received feedback on the first paper attempts. This in a way, reinforces the skills learned on the first paper assignment.

Hanna prepares 6 possible paper topics on paper 2 for his students. All of the questions ask students to assess the significance of key social, political, and/or economic forces (SLO 1) as well as address cause and effect (SLO 2). Students are also required to locate and analyze at least two secondary sources and 1 primary source to construct their historical hypothesis (SLOs 3 and 4). Please see the attached Paper Topics H104B.

The paper is structured into stages. First students turn in their sources and topics, next they turn in an outline and thesis statement, then a rough draft, and lastly their final draft. The final grades on the paper assignment are used as the assessment of student achievement of these SLOs.

Enter assessment results and analyze student success in achieving course SLOs.

Students earning a passing grade needed to construct a historical thesis (SLO 4), analyze and interpret primary and secondary sources (SLO 3), and answer a question requiring them to address cause and effect and key events and forces (SLO 1 and SLO 2).

Of the 21 students in the course, 28% earned As, 29% earned Bs, 24% earned Cs, 0% earned Ds, 5% earned Fs, and 14% did not turn in the assignment at all. This means that 81% of the class is mastering all of the course SLOs.

Describe revisions in curriculum or teaching strategies implemented to promote student success.
No revisions at this time.

**Future Action (Improvements)**
Maintain current student learning plan

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**PS 102 American Government**
1. Define politics in a minimum of four different ways and explain how each definition applies to a different method of teaching political science.
2. Name five different theories as to how U.S. policies are created.
3. Label political terms and groups on a schematic chart of left and right political philosophies.
4. Distinguish between various political systems and cultures.
5. Describe how African-Americans, women, indigenous people and various immigrant groups achieved legal rights.
6. Discuss the creation and history of Federalism in the United States.
7. Give examples of coercive and persuasive political power.
8. Differentiate between leadership and charisma.
9. Demonstrate knowledge of the Executive, Legislative and Judicial branches of the U.S. and California governments through examinations and reports.
10. Relate the role of the United States in world affairs.
11. Analyze the future of the U.S. political systems.

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**Indicate planned course assessment strategies**

**Other**

Heather McCarty is assessing this course as it is only taught by adjuncts. Heather used the final exam given by Alan Kirshner in Fall 2011 to assess course SLOs 1 and 4.

**Describe the criteria and/or performance standards used to appraise student work.**

Heather McCarty is assessing this course as it is only taught by adjuncts. Heather used the final exam given by Alan Kirshner in Fall 2011 to assess course SLOs 1 and 4.

This was the second exam given in the course. The previous early midterm exam was also the same essay format. There are two parts to the exam. In Part 1, students are asked to identify the historical significance for 10 out of 20 possible identifications. In part 2, students were given two possible essay topics and they picked one to write about on the exam. So the final exam, was the second essay exam that students will have answered. I opted to use the final essay exam since students will have already received feedback on the first exam and this will be a reinforcement of skills related to the SLOs being assessed -- SLOs 1 and 4.

All two of the essay exams require students to construct a historical hypothesis, per SLO4. All of
the essay questions also require students to assess the basic structures and procedures of American Government (SLO 1). Heather McCarty is using the grades reported by Alan Kirshner on the exam as a measure for whether or not students successfully mastered SLOs 1 and 4. Please see the attached Final Exam PS102 - Kirshner essay questions.

**Enter assessment results and analyze student success in achieving course SLOs.**

Alan Kirshner explained that students could not pass the exam without successfully demonstrating mastery over SLOs 1 and 4. Therefore, Heather McCarty is using the grades reported by Alan Kirshner on the exam as a measure for whether or not students successfully mastered SLOs 1 and 4.

In a class of 29 students, 7 students earned As, 11 students earned Bs, 5 students earned Cs, 1 student earned Ds, 2 students earned Fs, and 3 students did not take the final exam. Of the 26 students that completed the exam, 88% of them mastered the SLOs with a C grade or higher.

One limitation of this data, is that the final exam grades consist of two parts. Part 1, which is the identifications and Part 2 which is the essay. Students could have done poorly on the essay, but well on the identifications and still passed the exam with a C or higher. Only SLO 4 is called into question by not having the score data for the exam divided by parts. Since the list of identifications require to assess the basic structures and procedures of American Government (SLO 1) we feel that the combined final exam score does accurately reflect mastery of SLO 1.

**Describe revisions in curriculum or teaching strategies implemented to promote student success.**

None at this time.

**Future Action (Improvements)**

Maintain current student learning plan

- **Student Achievement: A series of measures including course completion, course retention, persistence, program completion, and others.**

  1. **List expected student achievement outcomes:**

     Faculty in the history and political science department assess student learning outcomes using the techniques listed in the SLO section and the SLO and Assessment attachment. 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 the SLO section and SLO and Assessment attachment to evaluate our SLOs. But we do feel that the growth of the department, student retention, and the number of
students passing our courses does reveal useful information regarding the department itself and some of the problems we and our students face.

2. Analyze changes in data, identify trends, and provide possible contextual explanations for each measure used. (Example measures include: course completion, course retention, persistence, program completion).

The current budget crisis makes assessing trends regarding program or course growth in a meaningful way impossible. Over the last few years Ohlone has had to increase and decrease enrollment and course offerings based on funding and mandates from the state. Additionally, the retirement of Alan Kirshner from our department in Fall 2011 has impacted our ability to offer courses. The department has 4 lines, but only 2 are currently filled.

Despite the fact that the many of the faculty vacancies are in the social sciences and the college now only employs 3 social scientists, the history and political science department have not been selected for a faculty replacement. Not only does lacking a political scientist hurt our department/program, but it also hurts the shared governance process. There are not enough social science faculty to provide representation on vital committees on campus and so the interests and concerns of the social sciences are largely absent at college wide decision making levels. This hurts our program and our students.

Prior to the budget issues the department was showing growth. 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. The department continued to grow with our peak year for FTES as 2008-2009. There was a drop in 2009-10 from 317 to 280, and then a continued slight drop in 2010-11 to 262. There was a small increase in 2011-12, from 262 to 275; and then another in 2012-13 from 275 to 278. We attribute the drop in FTES in 2009-2011 and the overall 12% drop between 2008-09 to 2012-13 to budget problems and cuts mandated by the state.

The overall stability of the program after the initial drop in growth in FTES from peak year of 2008-09 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 is down to only two full-time faculty, and the budget cut shave required cutting course offerings. The department hopes to be able to return to its 2008-09 levels as the budget improves and classes are restored and full-time faculty can be rehired. See attached FTES chart and instructional/discipline review data for History.
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 and a 33% drop between 2007-08 and 2012-13. The political science FTES rates continued on an upward climb with its peak year also in 2008-2009. But then the FTES dropped from 64 to 52 in 2009-10, and then from 52 to 44 in 2010-11. 2011-12 and 2012-2013 remained relatively stable with 43 FTES. We attribute the drop in FTES in to the budget problems and cuts mandated by the state, but also to the retirement of our full time political science instructor. See attached FTES chart and instructional/ discipline review data for Poli Sci.

The department has faced class cuts in our course offerings due to the recent budget situation that has mandated cuts to courses across all disciplines at Ohlone. Prior to budget issues, the department previously grew 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. We offered 70 history sections in 2008-09, but then the number of sections began declining in 2009-10 and has mostly continued to decline. We offered 57 history sections in 2009-10, 55 sections in 2010-11, 50 sections in 2011-12, and 55 in 2012-13. We hope that once the budget is improved to return to offering 69 sections. See the instructional/ discipline review data charts for history.

In political science, there were 17 sections of political science courses offered in 2007-2008, an increase over the number offered in 2006-2007. We offered 17 again in 2008-2009, but the number of offerings dropped to 13 in 2009-10, 14 in 2010-11, 13 in 2011-12, and 12 in 2012-13. With the loss of our full-time tenure track political science professor we expect this number to continue to decline. See the instructional/ discipline review data charts for political science.

There has been a steady decline in the 2010-11, 2011-12, and starting the 2012-2013 academic year in terms of FTES and number of sections offered. We attribute the decline to two main issues: the cuts to the college due to bad budget times and the loss of one of our full-time faculty members. The history department traditionally had 4 full-time faculty, and we are now down to 2. Our retirement was in political science, and neither of the remaining two faculty are qualified to teach Political Science. The course offerings in political science and retention rates of students in the courses we do offer have declined as a result.

We interpreted the earlier increases in FTES and sections of history and political science courses offered to 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 fluctuated, the overall quality of our education has remained relatively constant. Our retention and student success rates have
remained relatively stable, with a few minor fluctuations. The peak year for student retention in political science courses was 2009-10, and then dropped slightly in 2010-2011 and 2011-12, but increased in 2012-13. The peak year for retention in history courses was 2012-13, but the retention rates have remained relatively constant in 2008-09, 2009-10, 2010-11, and 2011-12 years. Each year, the percentage rates have only shifted within 1 to 2 percentage points for history and 4 to 6 percentage points for political science. See the attached instructional/discipline review data charts for political science and history.

The number of students successfully passing history courses has remained relatively constant from the 2006-07 and 2012-13 academic years. Student success rates range between 53-64% during the academic year, and are a bit higher during the summer sessions. The number of students passing the political science courses has remained relatively constant in the 2008-09, 2009-10, and 2010-11 academic years with a decrease in the 2011-12 academic year. See the attached instructional/discipline review data charts for political science and history.

In terms of considering the student success data by race, there is no discernible pattern of student success rates by race. Native American, Pacific Islander, Asian, and white students all had the highest success rates in varying semesters. Hispanic, African American, and Filipino students did not occupy the highest success rate in any semester, but their success rate was within a few percentage points of the highest success rate so they performed at a comparable level as other races. Only Asians seemed to have a slightly higher success rate average, and so we conclude that race plays little or no bearing on student performance in the history department. Political science had similar success rate patterns. See the attached history and political science success rate charts.

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.

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 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.

Finally, Heather McCarty is working on developing a TMC history AA degree and Darren Bardell will be working with her to write the new non-western history courses that are needed to offer the AA degree. We hope that having a transfer friendly AA degree in history will help our department grow when fiscal times improve.

3. **Analyze program budget trends and expenditures.** Comment on how the program can best use budget resources.

4. **Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources.** Comment on how the program can best use these resources.

5. **Describe any additional notable program achievements (optional).**

6. **Additional Program Table Data**

7. **Future Action**
   - Current levels of student achievement indicators maintained.

- **Program Analysis**
  1. After assessing student learning outcomes/impacts, student/program achievement, and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize you findings. Use these data and trends to prioritize, revise, or develop new PIOs.
     0. **Describe program achievements and successes.**

     Strengths to be continued are faculty involvement with both teaching and technology innovation, including participation in learning communities, 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 4\textsuperscript{th} line. With the growth freeze we are also unable to offer new courses. The department began a plan to develop non-western courses and offer an AA degree in history in 2010, but without funds to hire part-time faculty or a full-time faculty member we put this plan on hold. In fall 2012 we resumed with this plan and hope that better fiscal times permit us to offer the new courses we design and eventually hire not only our 4th line as a non-western historian, but replace our 3rd line -- our recently retired political scientist.
1. According to the evidence, what are the areas needing improvement?

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. We will be writing new non-western courses this fall, but without funding it is uncertain if we'll be able to offer these classes.

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 earlier, 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.

- Program Improvement Objectives:
  1. Objective:

   Expand offerings on-line for general education requirement political science courses. This PIO is originally from 2009/2010. See updates below.

   Action Plan

   The department has been reduced from a faculty of four to a faculty of two. We no longer have a full time political science faculty member. Previously, on-line political science courses were taught by Alan Kirshner. Now that he has retired, we have do not have a qualified instructor with on-line teaching experience to offer his listings. We tried an adjunct in the PS102 online course this fall 2012 and are monitoring that course closely. We need to hire a full-time faculty member in the political science department.

   Form a hiring committee, post announcement, and hire. Once a political science
faculty member is hired they will teach current on-line course offerings, and complete the curriculum revisions necessary to offer additional political science courses on-line.

a. **Staffing**

   Faculty: Full-time, tenure track professor.

b. **Equipment (other than technology)**

   N/A

c. **Technology**

   N/A

d. **Facilities**

   N/A

e. **Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.**

   7. Increase access to higher education of under-served and under-represented demographic groups in the District and local communities.

2. **PIO Assessment**

   a. **Future Action**

3. **Objective:**

   Expand course offerings to non-western areas (specifically Asia) in order reflect the demographics of the college and enable the department to offer an Associate of Arts Degree
in History. This PIO is originally from 2009/2010. See updates below.

. *Action Plan*

**Part 1:**

In the fall of 2012, a new two part survey introduction to World History course was approved for transfer to the CSU and UC system. Additionally, work on the AA degree was begun. The AA degree will be completed and approved in the 2013-14 academic year.

**Part 2: Contingent on Budget Improvement**

If the budget recovers and are approved to search for a full-time position, then form a hiring committee, post announcement, and 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 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.

a. *Staffing*

Faculty: Full-time, tenure track professor. Or several adjuncts.

b. *Equipment (other than technology)*

N/A

c. *Technology*

N/A

d. *Facilities*

N/A
e. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.

4. PIO Assessment
   - Enter assessment results with analysis.

   Fall 2012 Heather McCarty wrote a two-part World History course transferable to the UC and CSU. We would like to write additional non-western transferable courses. Considering our student demographics and our connections with our sister college in China, the history and political science department would like to focus course offering expansion in the field of Asian history. Specifically, the department will write Introduction to Chinese History course. Successful course approvals, the successful approval for an AA degree in history, and the eventual replacement hire of our full-time non-western history faculty is how we will assess our PIO.

a. Describe how PIO achieved one or more of the college goals and objectives, had an impact beyond the particular department, and contributed to student success/learning.

   These new courses will 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.

   The proposed new courses and AA degree will allow the department 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 until the budget resulted in classes being cut—and it was growing at a rate the far surpasses the colleges overall growth. Growing the history department means growing the college and increasing FTES.
The department recognizes that in this current budget crisis hiring to replace both our political scientists and the 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 both our current vacancies. It is our hope that the college will have the resources to hire adjuncts to cover these vacancies in the interim.

Hiring a faculty member that is able to teach and expand political science course offerings on-line would help to make general education courses required for transferring students more accessible.

b. Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.

The financial impact would be to hire two replacement faculty members, as well as possible adjuncts to teach in the non-western and political science areas until there are funds to hire replacement faculty members for the 2 vacancies in the department.

c. Future Action

Aside from continuing to apply for permission to search for our two vacancies and writing new non-western history courses, no action will be taken until the budget has recovered.

- Outside Review Results 08/10/2012
  1. List each team members name and title.

    Our initial review was originally completed during the 2008-2009 academic year. All reviews were completed by the dissemination team at that time.

    The department has consistently updated our review on an annual basis each year in the summer on-line via curricunet.

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

      See above.