

**OKLAHOMA CITY COMMUNITY COLLEGE**

**PROGRAM REVIEW SELF STUDY FY 07**

**PROGRAM: History**

**PREPARED BY: Ray McCullar, Department Chair**

**ASSISTED BY: Mendy Barr, Jeff Carlisle, John Ehrhardt,  
Ron Gray and Dana Tuley-Williams**

**DIVISION: SOCIAL SCIENCES**

## EXECUTIVE SUMMARY

### Strengths:

- Experienced history faculty (the combined teaching experience of the five history professors is 75+ years)
- Long experience with competency-based education
- Diverse fields of expertise
- Variety of pedagogical methodology
- Numerous course offerings in history
- All history courses listed on the OSHRE matrix for seamless transfer

### Concerns:

- Staffing is a continuing concern for the History Program. Even with the addition of one new History faculty person, the program still has over 50% of its courses taught by adjuncts particularly in the areas of United States History Since the Civil War taught online and Geography .
- Resources: There are an insufficient number of classrooms to meet the high demand times of enrollment in history classes.
- Ease of ordering tradebooks for some History classes.

### Recommendations:

- One full-time geography professor should be added. All Geography classes are taught by adjunct faculty. The number of Geography sections has grown steadily for the past five years including the addition of online sections. We will be offering 10 sections in the fall including 3 online sections. Further growth would be possible through the addition of other Geography courses including Physical Geography which is a course that is a requirement in several new programs.
- One full time person with an expertise in United States History should be added to the program particularly someone with the skill to and interest in teaching online.
- Increase classroom availability during high-demand enrollment times.
- The College Book Store should be given a credit card so that it can purchase trade books from companies that do not accept purchase orders. Obtaining the desired books for use in several History courses is problematic because these books are tradebooks and not textbooks. Often the companies that publish these books will not accept purchase orders and will not take back books that are not sold.

**OKLAHOMA CITY COMMUNITY COLLEGE**  
**ADMINISTRATIVE RESPONSE**  
**PROGRAM: History**  
**2006-2007**

The History Program prepares students for transfer as History majors to four-year institutions and offers a rich assortment of General Education elective courses in addition to the required General Education History courses. Seven of the sixteen History elective courses, a remarkable offering for a five-person program, are General Education Humanities electives. All of the History courses are listed on the Course Equivalency Matrix which greatly enhances transfer to Oklahoma four-year institutions. Growth in online course offerings and course sections is strong; however, there is clear indication of the need for a full-time Professor of Geography and an additional full-time Professor of History. Please see discussion below.

**Recommendation**

- One full-time geography professor should be added. All Geography classes are taught by adjunct faculty. The number of Geography sections has grown steadily for the past five years including the addition of online sections. We will be offering 10 sections in the fall including 3 online sections. Further growth would be possible through the addition of other Geography courses including Physical Geography which is a course that is a requirement in several new programs.

**Administrative Response**

- A full-time Geography professor position was requested as one of the initiatives for the FY 08 Strategic Plan from the Division of Social Sciences. Although this position was approved, it was not funded due to a limitation on funds for new full-time faculty position. We do plan to continue growing the geography curriculum by continuing to utilize 100% adjunct faculty coverage for these classes, provided we can find qualified adjunct faculty. The number of sections of GEOG 2603, World Regional Geography, has grown steadily over the past five years, and we began offering this course online for the first time in the fall of 2007. For online sections alone we have gone from no online sections to a total of 7 online sections starting with fall 2007 to fall 2008. We do plan to continue to request a full-time Geography faculty position.

**Recommendation**

- One full time person with an expertise in United States History should be added to the program particularly someone with the skill to and interest in teaching online.

### **Administrative Response**

- A new full-time History faculty position was requested as one of the initiatives for the FY08 Strategic Plan. Specifically we planned to focus the search on individuals who were particularly experienced and interested in teaching online sections of HIST 1483, U.S History Before the Civil War and HIST 1493, U.S. History Since the Civil War. We are heavily dependent upon adjunct faculty for covering our online History courses. In the fall of 2006, 63% of History sections were taught by part-time faculty. For the online sections alone, the percentage taught by part-time faculty was 72%. Since the major source of growth in the program is online sections, it is expected that the gap in the percentage of sections taught by part-time faculty versus full-time faculty is only going to widen. Remedying this situation is a priority with respect to adding new faculty positions to the division faculty roster.

### **Recommendation**

- Increase classroom availability during high-demand enrollment times.

### **Administrative Response**

- Over the past five years, we have added 5 classrooms. Currently I believe that we are able to accommodate enrollment at peak enrollment times. This could readily change if we move into a strong growth period.

### **Recommendation**

- The College Book Store should be given a credit card so that it can purchase trade books from companies that do not accept purchase orders. Obtaining the desired books for use in several History courses is problematic because these books are tradebooks and not textbooks. Often the companies that publish these books will not accept purchase orders and will not take back books that are not sold

### **Administrative Response**

- The Vice President for Business and Finance can now provide a credit card for use in purchasing tradebooks. However the problem still remains that these books cannot be bought back by the bookstore nor can books that are not sold be returned to the publisher. History faculty have worked very hard to work within the restrictions posed by the use of tradebooks. It would be very easy for faculty to simply try and avoid using tradebooks, however, it is often not in the best interest of the students to fall back on the use of textbooks which may not provide the material best suited to or appropriate for a particular class.

# **History Program Review 2006-2007**

## **Introduction**

Oklahoma City Community College offers a degree in history through the Social Sciences academic division. This program is one of various programs in the Division of Social Sciences. This is a review of that Program conducted by the full-time faculty of the History Program, and includes work done by Professor Mendy Barr, Dr. Ron Gray, Professor John Ehrhardt, Dr. Jeff Carlisle, and Professor Ray McCullar. We also wish to thank Dr. Cecelia Yoder, Ms. Dana Tuley-Williams, and Dr. John Boyd for their invaluable assistance with the institutional parts of the review.

The main function of the History Program is to offer quality U.S. History survey courses to the general Associate of Arts degree-seeking population. The History Program also takes seriously its obligation to offer specialized foundations classes to those seeking an Associate of Arts degree with an emphasis in History. The History faculty works diligently to ensure the seamless transferability of all history courses to other two-year colleges and to senior transfer institutions. The History faculty also works with those who earn an Associate's degree in History to complete the baccalaureate degree in History, Museum Studies, and Secondary Education with an emphasis in social studies. Some history courses also meet the general education requirement in the humanities.

The number of the full-time history faculty has increased from four full-time history professors to five. The number of adjunct professors in history has decreased from twenty-two in 2002 (the date of the last self-study) to twenty as of the writing of this document. The new professor added to the history department has an expertise in European history with a primary emphasis in Russian and German history. This professor teaches not only the two European survey courses but also the History of Russia, History of the Middle-East, and two survey courses in World History. The four remaining professors teach not only the general education survey courses in U.S. history but offer foundations courses in Native American History, Afro-American History, American Biographies, American Sports History, Survey of American Families and Communities and Survey of Women's History.

Students are required to complete eighteen credits in history courses to earn the Associate of Arts Degree in History. To meet the requirements of the degree program the History Program regularly offers Oklahoma History, Afro-American History, Native American History, Great American Biographies, History of American Sports, Survey of Families and Communities, Historical Research Writing and Methods, History of the Middle East and Special Topic courses such as the History of Russia.

The History Program is staffed by five full time faculty members and courses in history are also taught by twenty adjunct instructors. The Honors Coordinator for the Oklahoma City Community College is a member of the History faculty. Members of the History faculty serve on the Student Retention Committee, Curriculum Committee, General Education Committee, and the History faculty is collectively and individually committed

to the concept and practice of competency-based education as evidenced in the course objectives developed for both of the United States History survey courses.

The History program faculty offer the two United States History survey courses in regular traditional classroom settings, online formats, discussion style format, and fast-track alternative. The variety of teaching methods allows our students to select a style that best suits their learning preference. Program faculty also teach night classes, Saturday classes, summer classes and intersession classes to further accommodate the learning needs of students. The course objectives remain the same for all classes regardless of format or learning preference.

# OKLAHOMA CITY COMMUNITY COLLEGE

## A.A./A.S. PROGRAM SELF-STUDY

### Faculty Requirements

1. Provide your curriculum (course) pattern and show that it meets the guidelines of the State Regent's Academic Policy.

**Major Courses** (18 Credit Hours): HIST 1613; HIST 1623; HIST 1713 or HIST 1723; HIST 2303; approved HIST electives (6 credit hours)

**General Education Courses** (40 Credit Hours): ENGL 1113; ENGL 1213; HIST 1483; HIST 1493; GEOG 2603; MATH 1503 or MATH 1513 or MATH 2013; POLSC 1113; Sciences\* (3-4 credit hours general education biological science, 3-4 hours physical science); Humanities Electives (6 credit hours); Social Science Electives (6 credit hours)

**Support Courses** (5 Credit Hours): approved electives chosen from ECON 2113, ECON 2123, any course with a HIST prefix, SOC 1113, SOC 2143, SOC 2213, POLSC 2303, POLSC 2603, any French or Spanish course, CS 1103, ART 1013, ART 1023

#### Notes:

This program is designed for students planning to continue their education at a four-year college or university.

\*At least one science course must include a laboratory component.

### History Program Outcomes

All programs at Oklahoma City Community College must provide a plan to assess student learning outcomes and program outputs. The outcomes/outputs for the A.A. in History are listed below:

#### Student Learning Outcomes

1. History Program majors of the OCCC History Program will demonstrate knowledge of historical research methods (Spring 2007; Spring 2009; Spring 2010).
2. History Program majors of the OCCC History Program will demonstrate historical knowledge and organizational skills in presenting historical information by use of a PowerPoint presentation (Spring 2008).
3. Students from the general college population who are enrolled in United States History will demonstrate knowledge of United States History to the Civil War or

United States History Since the Civil War. (Fall 2006; Fall 2007; Fall 2008; Fall 2009; Fall 2010 and Spring 2011).

### **Program Outputs**

1. All OCCC History Program Majors will be successful in senior institution History Programs.

## **Outcomes Assessment Report 2006 History**

**Outcomes Assessment #2 - Graduates of the OCCC History Program will demonstrate historical knowledge and organizational skills in presenting historical information by use of a PowerPoint presentation.**

A rubric was used to grade the PowerPoint presentations of students enrolled in the Spring 2006 semester of Great American Biographies (HIST) 2213. It is noted that enrollment in this class is by permission only, and that the instructor recruits students for this class from the successful students in the United States History survey classes. The subjects chosen included Lucille Ball, Paul Winchell, Shawn Carter (JayZee), Mario Savio, Muhammad Ali, Larry Flynt, Shirley Temple, J.D. Salinger, Hunter Thompson, Bruce Campbell, Chuck Yeager, Howard Hughes, and Walt Disney. All of the students scored a cumulative score between 93% and 100%.

**Outcomes Assessment # 3 – Students from the general college population who are enrolled in U.S. History will demonstrate knowledge of U.S. History to the Civil War or U.S. History Since the Civil War.**

### **Spring 2006**

One hundred and twelve students in U.S. History Since the Civil War (HIST 1493) were tested using a ten item multiple-choice exam developed by the full time faculty. Sixty-nine of students tested scored seventy percent or above on the exam.

One hundred and thirteen students in U.S. History to the Civil War (HIST 1483) were tested using a ten item multiple-choice exam developed by the full time faculty. Ninety-two of the students tested scored seventy percent or above on the exam.

Thirty-seven students in two online sections of U.S. History to the Civil War (HIST 1483) were tested and twenty-nine of the students scored seventy percent or higher.

**Fall 2006**

One hundred and twenty-two students in U.S. History Since the Civil War (HIST 1493) were tested using a ten item multiple-choice exam developed by the full time faculty. Eighty-eight of the students tested scored seventy percent or above on the exam.

Fifty-nine students in U.S. History to the Civil War (HIST 1483) were tested using a ten item multiple-choice exam. Thirty-two of the students scored seventy percent or above.

**Research Paper Rubric**

<b>Uses conventions established by the instructor</b> 25 points	<b>Did not meet</b> 10-15	<b>Partially met</b> 16-20	<b>Met</b> 21-25
<b>Use of Five Research Collections</b> 25 points			
<b>Content</b> 25 points			
<b>Organization</b> 25 points			

Program majors enrolled in History 2123 (African-American History); 2213 (Great American Biographies); 2303 (Historical Research, Methods, and Writing); or 2153 (Survey of American Families and Communities) will create historical presentations using PowerPoint. Seventy-five (75) percent or more of the students will successfully complete the criteria as defined by a rubric designed by program faculty.

**Power Point Presentation Rubric**

	<b>Did not meet</b>	<b>Partially</b>	<b>Met</b>
<b>Organization</b> 25 points			
<b>Content</b> 25 points			
<b>Creativity</b> 25 points			
<b>Technical skill</b> 25 points			

## **The Program is central to the institution's mission**

### **Mission**

**Oklahoma City Community College provides the people of Oklahoma and our community with broad access to certificates of mastery, associate degrees, community education, and cultural programs of exceptional quality, empowering our students to achieve their educational goals and our community to thrive in an increasingly global society.**

Oklahoma City Community College offers a degree in history through the Social Sciences academic division. The main function of the history department is to offer quality U.S. history survey courses to the general Associate of Arts degree-seeking population. The history department also takes seriously its obligation to offer specialized foundations classes to those seeking an Associate of Arts degree with an emphasis in history. The Associate degree in history prepares students to succeed in upper division history courses at senior transfer institutions. The history faculty works diligently to ensure the seamless transferability of all history courses to other two year colleges and to senior transfer institutions.

## **The Program meets stakeholder expectations.**

### **Ends**

#### **Access – Our Community has broad and equitable access to a valuable college education.**

The History department offers classes in survey U.S. history for all students in transfer degree programs and as a general education component for several programs. The History Department offers the Peter Wright Scholarship to an outstanding student in history and we identify appropriate students for fee waivers from the survey courses. The History Program also works with the Development Foundation to identify deserving students for general scholarships.

**Student Success – Our students achieve their individual educational aspirations**

The Capstone Historical Research Methods and Writing course gives history major at OCCC a head start in their history transfer programs. History majors at OCCC select from a number of courses for their major in history and all history electives are developed with the intent of giving history majors a strong background for success at transfer institutions.

#### **Student Preparation – Our students are prepared to succeed in college**

Most of the students who attend OCCC are well prepared for college work. Those who are at risk may take survey history courses as part of a learning community. By helping all students succeed in their general education courses they are more apt to take the

necessary skills with them to a senior transfer institution. The history program helps students develop reading, writing, and critical thinking skills.

**Graduate Success – Our students succeed at four-year institutions and/or in their careers.**

OCCC history graduates invariably do well at four-year institutions. We ask our transfer students to email us about their success at four year institutions and what they believe we need to do to further improve our programs.

**Community Development – Our community is enriched economically and socially by our educational and cultural programs.**

OCCC offers a variety of educational and cultural programs for students. We bring Fullbright Scholars to the campus and also distinguished authors such as Rilla Askew who won the prestigious Oklahoma Reads Oklahoma Book Award for 2007.

**The Program produces graduates and former students who are successful on transferring.**

The History program offers an Associate Degree in History. Students are required to complete eighteen credit hours in history to earn this degree. Meeting the requirements of the degree plan in history means that the department regularly offers fourteen history elective classes on an alternating semester basis. Added since the last history self-study, is the capstone course required of all majors: History 2303 Historical Research, Methods, and Writing. This course was specifically designed to prepare students who complete the Associates degree in history and transfer to a senior institution to complete the baccalaureate degree.

In the fall of 2005, recent History graduate were emailed and asked respond to a question regarding how successful their history education at OCCC was in preparing them for transferring to senior institutions. Five students responded. Some of the responses are found below.

The success of our program at senior institutions is reported by transfer student *Kim Noyes* who stated:

Overall, I feel the history program at OCCC prepared me quite well for life as a student at UCO....

From transfer student *Daniel Dumbleton* the following:

I just wanted to let you know that the transition went very well for me...the work and the professors are challenging, but I feel I am prepared. Thank you for challenging me in my coursework at OCCC.

Transfer student *Rene Deloria* wrote:

I think that the history department at OCCC prepared me very well for my history classes at UCO...

\*Two of the respondents Kim Noyes and Rene Deloria did note that they believed that more writing requirements should be added in history courses.

These individual testimonials are provided in lieu of any hard data furnished by OSHRE or any senior institution. And we continue to encourage our transfer students to email our department regarding what we can do to help them succeed at the baccalaureate level and beyond.

A set of three questions was included in the graduate surveys sent out to recent graduates in December of 2005. See Appendix B. Of the students who responded to the questionnaire, 75% indicated that 1. History classes they took at OCCC helped them succeed at the transfer institution; 2. They would recommend OCCC History classes to a friend; and 3. They believed that the History classes they took at OCCC helped them in life after college.

**The Program contains instruction relevant to the curricular requirements at transfer institutions and in line with student interests and abilities.**

History courses offered at Oklahoma City Community College are listed on the transfer matrix developed by the Oklahoma State Regents for Higher Education.

**The Program has systems to evaluate courses and faculty by students, administrators, and departmental personnel.**

During the fall semester of each year all sections taught are provided "Student Input on Instruction" (SII) forms; and during the spring semester of each year, all sections taught by part time instructors and new full-time faculty are provided SII forms to be completed. The SIIs are distributed and completed by the students during class time. A student in the class is then designated to deposit the SIIs in one of five lock boxes located across the campus. The information from these forms is summarized by section, instructor, and for the total institution. These results are used in the evaluation of faculty.

**The Program is staffed, administered, and supplied to provide for the development of competent students in all areas including citizenship and social conscience.**

History majors at Oklahoma City Community College have a variety of courses to take that consider the roots of civilization, civic responsibility and social obligations and responsibility. These include U.S. History to and Since the Civil War (1483 and 1493); Early and Modern Western Civilization (1613 and 1623); African-American History (2123), The American Indian (2203); and Great American Biographies (2213).

**The Program has current, appropriate, useful, and sufficiently comprehensive instructional media and materials.**

## **History Library Review**

OKC Community College

Fall 2006

The History collection is probably the strongest collection in the Library. The circulating or checkout portion is 10,040 titles, or about one tenth of the entire Library collection. The reference area includes another 196 titles, many of which are multi-volume sets. A change in the library's philosophy of adding materials to the reference area also resulted in a number of items being transferred to the circulating collection since the last program review. History DVDs and videos comprise another 890 titles. New titles are purchased throughout the year.

The strength of the History collection is largely due to the interest by a prior faculty member throughout her tenure at the College. The Library's ancient History collection has been recognized by scholars from the University of Oklahoma as being of high quality and depth.

All faculty have been encouraged to make recommendations for purchases for the Library. Several members of the history faculty make purchase requests, both print and AV. Librarians will purchase additional material on U.S. sports history, on transcendentalism and utopian societies, cultural history and ethnicity. Faculty said the AV collection is excellent.

The Library continues to subscribe to a number of magazines and journals in print that support the History curriculum (a list of titles is below). Usage of paper periodical resources continues to decline in favor of electronic resources. Currently the library has access to over 250 magazine and journal titles electronically that are directly related to history. This number does not include many related titles, such as another 250+ online periodical titles related to Political Science; neither does it include the large number of online newspapers for which the Library now has full-text access. At faculty request in 2004 the Library added the superb Proquest's Historical Newspapers database which includes full text and images of five national newspapers from their inception. This was supplemented in 2006 with the addition of the Hartford Courant newspaper, which begins in 1764.

Another database, CQResearcher Plus Archive, was added this year to the Library's online resources. To facilitate student access to quality resources, the librarian demonstrated the CQResearcher Plus Archive database to history faculty who responded positively. The database was purchased in April 2006. At this point, usage of the database has been very low. If usage of the database does not increase, it is likely that the database will be considered for cancellation in the next budget year. Faculty requests for other full text online will also be considered.

Journals with current Library print subscriptions (perhaps an incomplete list)

- American Heritage
- The American Historical Review
- American History
- American Indian Quarterly
- Chronicles of Oklahoma
- Current History
- Journal of American History
- The Journal of Southern History
- Journal of the West
- Magazine of History
- OAH Newsletter (Organization of American Historians)
- Past & Present
- Perspectives (Washington, DC)
- William & Mary Quarterly

The periodical collection is felt to be more than adequate to support the curriculum.

The value of excellent research collections, whether online or in print, depends also on whether or not students are aware of and have the skills to use them. Experience shows that students are not aware of resources available, but instead are “looking around on the Internet” with often very limited success.

Nationwide, there are very effective collaborations between History faculty and librarians to help students with research-- improving their skills in identifying good information sources and thinking critically about them. Library resources, whether online or in other formats, are core sources of information. More effort needs to be made to instruct students on the use of these resources.

The Social Sciences librarian has repeatedly offered to work with faculty on orientations and offered to come to classrooms to provide library instruction. The only History class to receive instruction is the Methods of Historical Writing and Research class (HIST 2303). For several semesters the Social Sciences librarian taught several sessions of this course each semester and took the classes to the University of Oklahoma Libraries. With a change of faculty, last semester the librarian provided a single orientation, but had a number of students come individually for follow-up information.

A few other general comments about overall dramatic improvements in Library resources since the 2001 evaluation:

- Complete reworking of Library web pages and number of online resources provided;
- Research Paper Help web pages created for our students;
- All online materials available 24/7 to students;

- Physical facility open 84.5 hours a week... 7:30 am to 11 pm Monday-Thursday, Fridays 7:30 am to 9 pm; Saturdays 8 am to 5 pm;
- Excellent progress in providing user authentication so that any member of the OKC College community will be able to use all of the Library's online resources, from off-campus as well as on-campus;
- Library student computers grew from 41 to 74 seats;
- Library computers now include a 32-seat area arranged in classroom style with projector and large screen, used for hands on research instruction. It is open for student use when not occupied by a class.
- Wireless access is now available throughout the Library.

And finally, if specific resources are not available in the Library or online, students have more choices than ever. The traditional option is our interlibrary loan service. Secondly, with the OK-SHARE program they now have privileges at other Oklahoma academic libraries. Bottom line, librarians make every effort to borrow or acquire what students need for success in their course work.

**The Program provides adequate resources and adequate and appropriate faculty whose qualifications (including educational background, related experience, and service contributions related to the program) support the objectives and curriculum of the program.**

The history program is staffed by five full time faculty members and courses in history are also taught by twenty adjunct instructors. The size of the full-time history faculty has increased from four full-time history professors to five. The number of adjunct professors in history has decreased from twenty-two in 2002 (the date of the last self-study) to twenty as of the writing of this document. The new professor added to the history department has an expertise in European History with a primary emphasis in Russia and Germany. This professor teaches not only the two European survey courses but also the History of Russia, History of the Middle-East, and two survey courses in World History. The four remaining professors teach not only the general education survey courses in U.S. history but offer foundations courses in Native American History, Afro-American History, American Biographies, American Sports History, Survey of American Families and Communities and Survey of Women's History. One of the full-time history professors also holds the important position of Coordinator of the Honors Program.

The history program faculty offer the two United States survey courses in regular traditional classroom settings, online formats, discussion style format, and fast-track alternative. The variety of teaching methods allows our students to select a style that best suits their learning preference. Program faculty also teach night classes, Saturday classes, summer classes and intercession classes to further accommodate the learning needs of students.

# General Education Competencies

## The General Education Core

General Education at Oklahoma City Community College is an integral component of each student's experience. Every student receiving an Associate Degree (AAS., AA. or AS) must complete at least one course from each of the following areas; indicating a general understanding of that area.

### I) Human Heritage, Culture, Values and Beliefs

An inquiry into the roots of civilization including the ideas and events that have shaped history is needed to understand the present.

An understanding of any culture requires appreciation of its art and the interrelationships between ideas and culture.

Human beings need an understanding of how values are formed, transmitted and revised. It is also helpful for all individuals to identify the source of their own beliefs and to analyze the basis of their personal, moral, and ethical choices.

**All history is the story of how we got to where we are from where we were. Looking at different civilizations with comparative studies of different societies and cultures hopefully gives people some insights into the present. Thus History Program courses must specifically address this General Education competency.**

### II) Communication and Symbols

Human beings are cognitive creatures and as such the alphabet forms the basis for communication through reading and writing. The production of sounds forms the basis for communicating through speaking and listening.

**While History courses do not primarily teach communication skills, many of the courses do require the student to exercise, demonstrate, and develop both writing and speaking skills.**

A second dimension of communication is through numerical symbols. Numbers are a universally accepted system of symbols.

**Manipulation of numerical symbols is not a primary part of History courses.**

### **III) Social, Political, and Economic Institutions**

Human beings develop and participate in social, political, and economic institutions.

**A discussion of social, political and economic institutions is a part of many History courses. University parallel associate degree (A.A. or A.S.) graduates must complete at least two courses from the following: Early or Modern Western Civilization, World History 1713 or 1723 and U.S. History 1483 or 1493.**

### **IV) Relationships in Nature and Science**

Human beings need an understanding and appreciation of both the facts and methods used in science.

**History courses do not deal in any substantive way with concepts or topics in this area.**

## **Concerns and Recommendations from the Last History Review**

The last History Program review provided several recommendations for action:

A) Staffing recommendations included hiring one full time United States History instructor which was done and one full time faculty person with an expertise in history and geography which was not done. This year the Dean of Social Sciences argued strongly for the addition of a full time geography faculty person for the Division. It was further recommended that Adjunct faculty be permitted to teach three sections and this recommendation was accepted.

B) Resources: The 2002 History Program Review called for at least “two to three more classrooms.” These classrooms have been added with a full complement of technology, maps and tables.

C) Courses: A recommendation that History catalog course numbers be changed to provide for a seamless transfer of history courses to senior institutions. This has been recently completed and Oklahoma City Community College’s History courses are all listed on the Oklahoma State Regents’ Course Equivalency Matrices.

## **Strengths, Concerns, Recommendations**

### **Strengths:**

- Experienced history faculty (the combined teaching experience of the five history professors is 75+ years)
- Long experience with competency-based education
- Diverse fields of expertise
- Variety of pedagogical methodology
- Numerous course offerings in history
- All history courses listed on the OSHRE matrix for seamless transfer

### **Concerns:**

- Staffing is a continuing concern for the History Program. Even with the addition of one new History faculty person, the program still has over 50% of its courses taught by adjuncts particularly in the areas of United States History Since the Civil War taught online and Geography.
- Resources: There are an insufficient number of classrooms to meet the high demand times of enrollment in history classes.
- Ease of ordering tradebooks for some History classes.

### **Recommendations:**

- One full-time geography professor should be added. All Geography classes are taught by adjunct faculty. The number of Geography sections has grown steadily for the past five years including the addition of online sections. We will be offering 10 sections in the fall including 3 online sections. Further growth would be possible through the addition of other Geography courses including Physical Geography which is a course that is a requirement in several new programs.
- One full time person with an expertise in United State History should be added to the program particularly someone with the skill to and interest in teaching online.
- Increase classroom availability during high-demand enrollment times.
- The College Book Store should be given a credit card so that it can purchase trade books from companies that do not accept purchase orders. Obtaining the desired books for use in several History courses is problematic because these books are tradebooks and not textbooks. Often the companies that publish these books will not accept purchase orders and will not take back books that are not sold.

## **Institutional Requirements**

1. Provide factual and accurate documentation which demonstrates acceptable standards of ethics in recruiting and advertising activities.

All materials provided to students are thoroughly reviewed by appropriate personnel to ensure they are factual and accurate. In addition, appropriate personnel review all

recruiting and advertising activities to ensure they meet acceptable standards of ethics. College information is provided to students through traditional means such as class schedules, catalogs, student handbooks, Recruiters' Manual, and new student orientation as well as through the College web site.

2. Provide recruitment and admission policies and practices reflecting that the program is available to qualified applicants and that qualified applicants will be admitted regardless of sex, race, ethnic background, religious preference, disability or any disadvantage.

Recruitment practices and activities are planned and reviewed by appropriate personnel to ensure the institution's vision, mission, and ENDS are met. Every effort is made to ensure that all qualified prospective students are contacted and provided with opportunities to be informed about College programs, services and courses and are provided with the opportunity to apply for admission to the College.

Students entering Oklahoma City Community College as a Regular Degree-Seeking Student will meet the following admissions requirements:

- graduated from high school or earned a GED;
- completed the ACT, SAT or a similar acceptable battery of tests; and
- completed all high school curricular requirements.

Students who do not meet the above criteria may be admitted under one of seven Special Admission Categories outlined in the Catalog. All students who meet the above requirements or who fall into one of the special admissions categories are admitted without regard to sex, race, ethnic background, disability or disadvantage.

3. Provide documentation that an organized, coordinated program of guidance and counseling exists. The program should foster maximum development of individual potential by providing institution-wide assistance in the choices, decisions, and adjustments that individuals must make to move through a program.

Faculty from each program work closely with the Advising and Career Services staff. Each student is encouraged to have a counselor from Advising and Career Services as well as a faculty advisor.

Degree sheets are available in the Advising and Career Services area as well as in faculty advisors' offices. Students may also access degree requirements and complete an up-to-date degree audit online. Faculty advisors work closely with Advising and Career Services Advisors to minimize the number of hours unable to be counted when a student transfers to a four-year institution.

The general philosophy and objectives of the Advising and Career Services area include informational, relational and conceptual processing of educational planning and student

goal achievement, including degree completion, articulation or personal development and apply to all students.

The functions of Advising and Career Services are stated in the College's Policies and Procedures Manuals and in the Catalog for the benefit of all students, faculty, and staff. Advising and Career Services objectives are also outlined in the above mentioned documents.

Advisors follow guidelines listed below in working with students. After admission to the College, a student is evaluated for placement. After the evaluation is complete, the student meets with advisor to determine enrollment. Course selections are based on test scores, anticipated program and required courses, workload, possible transfer and past academic history. If the student expresses indecision over goals, especially for career or program choice, they explore them with a counselor in Advising and Career Services .

When a student indicates a desire to pursue a specific program, they are referred to the appropriate faculty advisor or program director. An individual strategy is built for each student, designating courses to be enrolled in for each semester.

Advisors in the office of Advising and Career Services are available to discuss career objectives and degree programs with each student. The staff of Advising and Career Services assists all students with educational planning, career decisions, and occupational choices. Further assistance is available in conjunction with the Discover Program and the other resources of the Career Counselor.

4. Provide documentation that reflects accurate and complete cumulative records of educational accomplishment including
  - a. the number of current majors in the History Program is 107.
  - b. the size of specialized classes, if any, identified as integral elements in the program during the last 3 years - None
  - c. instructional cost - Unknown
  - d. number of FTE faculty in specialized courses - None
  - e. success of transfer students based on GPA comparisons – Data not available
5. Provide documentation that a process exists to insure that cumulative records of educational accomplishment are securely and permanently maintained for every student, and transcripts are issued upon student request.

The Registrar's Office establishes an official record for each student admitted to the college. Cumulative academic records are maintained and archived in compliance with all federal and state requirements and in accordance with American Association of Collegiate Registrars and Admissions Officers (AACRAO) recommendations.

The College complies with the Federal Rights to Privacy Act of 1974, as amended, regarding record integrity, security, access, and the release of Directory Information. Transcripts are issued directly to the student upon request and at no charge.

6. Provide evidence that a formalized and effective process to address student complaints is in place and available to students.

The Student Handbook describes the student grievance procedure. The Student Handbook is published annually so that changes can be made to stay current with all state and federal policies and rules.

Also students may at any time submit questions or complaints in boxes located across campus. The Office of the Vice President for Enrollment and Student Services collects the input from these boxes and addresses the student's question or complaint. The results are given to the student, reviewed by The Leadership Council, published on a public bulletin board in the Main Building of campus, and published in the Student Services Annual Report.

## APPENDIX A

### History Program Questions

These questions were added to the Graduate Survey Questionnaires that were sent out to History Graduates in December of 2005.

- A. Do you feel that the history classes you took at OCCC helped you to succeed at a multi-purpose college or university?
- Yes
  - No
- B. Would you recommend OCCC history classes to a friend?
- Yes
  - No
- C. Do you believe that the history classes you took at OCCC helped you in your life after college?
- Yes
  - No