

Oklahoma City Community College

Program Review Self Study Year

Division:

Prepared by:

Susan Tabor
Melinda Barr
Ron Gray
John Ehrhardt
Jeff Carlisle
Ray McCullar

I. Program Curriculum

Program Name History 019

Options:

II. Program Requirements

Minimum Required Hours

64

Major Courses		
Prefix & Number	Course Title	Credit Hours
HIST 1613	Early Western Civilization	3
HIST 1623	Modern Western Civilization	3
HIST 1713	Survey of World Civilizations to 1600 C.E. --OR	
HIST 1723	Survey of World Civilizations Since 1600 C. E.	3
HIST 2303	Historical Research, Methods, and Writing	3
	History Electives	6
		18 Hours

General Education Courses

Prefix & Number	Course Title	Credit Hours
ENGL 1113	English Composition I	3
ENGL 1213	English Composition II	3
HIST 1483	U.S. History to the Civil War	3
HIST 1493	U.S. History Since the Civil War	3
GEOG 2603	World Regional Geography	3
MATH 1503	Contemporary Mathematics --OR	
MATH 1513	College Algebra --OR	
MATH 2013	Introduction to Statistics	3
POLSC 1113	American Federal Government	3
	Biological Science*	3-4
	Physical Science*	3-4
	Social Science Elective	6
	Humanities	6
	* At least one science course must include a lab component.	
		40 Hours

Support Courses		
Prefix & Number	Course Title	Credit Hours
ECON 2123	Principles of Microeconomics	
ECON 2143	Principles of Macroeconomics	
SOC 1113	Introduction to Sociology	
SOC 2143	Minorities, Ethnicity and Cultural Diversity	
SOC 2213	Cultural Anthropology	
POLSC 2303	Introduction to International Relations	
CS 1103	Introduction to Computers	
ART 1013	Art History: Survey I	
ART 1023	Art History: Survey II	
	Any HIST prefix and any foreign language course.	
		5 Hours

Life Skills Courses		
Prefix & Number	Course Title	Credit Hours
SCL1001	Success in College and Life	1 Hour

2. General description of review process and participants assisting with and conducting the review.

- a. Program faculty assess annually student learning and program outcomes for their program. Every five years these assessments are evaluated globally. A program review document contains general college information from Advising, Recruitment and Admission and Institutional Effectiveness and program specific assessments of strengths and weakness of the reviewed program and program plans for the future.
- b. A list of the student learning outcomes

Student Learning Outcomes by Fiscal Year

FY 2007

1. History majors of the OCCC history program will demonstrate knowledge of historical research methods.

2. History majors of the OCCC history program will demonstrate historical knowledge and organizational skills in presenting historical information by use of a Power Point presentation.

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.

[Student Learning Outcome #3 was replaced by the history program faculty in April 2007 with:]

[3.] History majors will demonstrate factual knowledge of history, critical thinking skills and essay writing competency with respect to historical material.

FY 2008

1. History Program majors will demonstrate knowledge of historical research methods by writing research papers or biographies in upper division history courses.

FY 2009

1. History majors will demonstrate factual knowledge of United States history.

2. History program majors will demonstrate knowledge of historical research methods and writing by writing research papers or biographies in upper division history classes.

3. All OCCC history program majors will demonstrate through samples of their individual work that they had mastered historical bibliographic methods, essay writing ability, and ability to complete historical research papers.

FY 2010

1. Students will identify and describe the characteristics and major factors contributing to the political growth of the United States

2. Students will be able to describe the major factors that have contributed to the growth of the American economy.

3. Students will be able to analyze events and personalities that have influenced the development of United States foreign policy and American involvement in world and regional conflicts.

4. Students will analyze important elements that have shaped the constitutional system.
5. Students will identify the interrelationships of domestic and foreign policy decisions.
6. Students will identify and describe events, trends, and movements that have shaped American social and cultural development.
7. Students will be able to describe significant aspects of American cultural development including visual arts, performing arts, literary arts, social and religious arts.
8. Students will be able to analyze and describe the importance of ethnicity, race, social class, religion, and gender in the development of American society and institutions.
9. Students will demonstrate knowledge of the impact of territorial expansion on the United States.

FY 2011

1. Students will identify and describe the major factors contributing to the growth of the United States including its

- a) political growth;
- b) economic growth; and
- c) territorial growth

2. Students will use essays embedded in World Civilizations courses 1713 and 1723 to measure the development and interaction of civilizations as well as events, trends, and movements influencing social and cultural development. Students will use the writings of Chinua Achebe Things Fall Apart (HIST 1723) and Travels of Ibn Batuta (HIST 1713) to study the effects of ethnicity, race social class, religion, and gender on the social and cultural development of World Civilizations.

Based upon input from the Academic Outcomes Assessment committee, the following outcomes have been adopted henceforth: 1) Students will demonstrate ability to present historical information in a clear and organized manner 2) Students will demonstrate an ability to apply historical research methods to write research papers and biographies 3) Students will demonstrate ability to analyze factors that have influenced the social, economic, political, and cultural development of human civilizations.

c. A list of program outcomes for the program

Program Outputs

FY 2007/08/09/10/11

All Oklahoma City Community College history majors will be successful as history majors in senior institution programs.

FY 2009

62.5% students surveyed responding 80% were attending college and on a scale of 1-5; 5.00 were prepared for continued education

FY2010

Sixteen graduates were survey and five responded (31.3%) and 80% of those who did respond were attending college. The 1-5 scale was changed in 2010 to 1-10 and students scored 8.00 on the new scale.

FY 2011

data on transferring students not available

- d. Well defined the criteria for measurement and how the criteria were used in the program.

FY 2007

Outcome 1. History program majors will demonstrate knowledge of historical research methods.

Criteria for measurement: Successful completion of a research paper for History 2303 as measured by a rubric

This outcome is to inform History program majors about the essentials of research methods.

Outcome 2. History program majors will demonstrate knowledge and organizational skills in presenting historical information by use of a power point presentation.

Criteria for measurement: Seventy-five percent or more of the students will successfully complete the criteria as defined by a rubric.

Outcome 3. (Replaced in April 2007.) A ten question multiple-choice exam with content that is general to the study of U.S. History will be given to students enrolled in randomly selected sections of U.S. History 1483 and 1493.

Criteria for measurement: Eighty percent of students will score seventy percent or above on the exam.

FY 2008

Outcome 1. History program majors will demonstrate knowledge of historical research methods by writing research paper or biographies in upper division history courses.

Criteria for measurement: Seventy-five percent of those completing the paper will score at a percentile of eighty percent or greater as measured by a rubric.

FY 2009

Outcome 1. History program majors will demonstrate factual knowledge of United States history.

Criteria for measurement: Use of two twenty-five item multiple-choice exams; one for each segment of the two United States history survey courses

Outcome 2. History program majors will demonstrate knowledge of historical research methods and writing by completing research papers or biographies in upper division history classes.

Criteria for measurement: Successful completion of a research paper as measured by a rubric

Outcome 3. All history program majors will demonstrate through samples of their individual work that they have mastered bibliographic methods, essay writing ability, and ability to complete historical research papers

Criteria for measurement: Creation and assessment of portfolios evaluated on a four-point scale utilizing a rubric

FY 2010

1. Students will demonstrate ability to present historical information in a clear and organized

manner.

2. Students will demonstrate ability to apply historical research methods to write research papers and biographies.

3. Students will demonstrate ability to analyze factors that have influenced the social, economic, political, and cultural development of human civilizations.

FY 2011

Outcome 1. Students will identify and describe the major factors contributing to the growth of the United States including its

- a) political growth
- b) economic growth; and
- c) territorial growth.

Criteria for measurement: Essays written by history program majors and assessed using a rubric. The assessment was considered adequate if the student scored fifteen of the twenty points possible (75%) as measured by the rubric

Outcome 2. Program majors will write essays embedded in World Civilization courses 1713 and 1723 to understand the development and interaction of civilizations using Chinua Achebe *Things Fall Apart* (HIST 1713) and *Travels of Ibn Batuta* (HIST 1723)

Criteria for measurement: Essays were assessed using a rubric. The assessment was considered adequate if students scored thirty-nine out of fifty points as measured by a rubric.

How the criteria was used in the program:

Frankly much of the materials derived from Outcomes Assessment were not used for the period up to about 2010 for a variety of reasons:

- 1) Some history department faculty did not take Outcomes Assessment too seriously and the History Department Chair viewed Outcomes Assessment as, at the worst nefarious, and at best, arcane.
- 2) The history faculty did not adequately distinguish between general education students and program majors.
- 3) It was not clear that those administering Outcomes Assessment at the highest levels were entirely clear about what should be measured; the proof of which was that no template existed for determining what information should be included, and there was not even any clearly agreed upon definition of assessment. Those who advocate assessment must do a better job of convincing faculty of its value. "Those convinced against their will, are of the same opinion still." Faculty must make a greater effort to determine what, in their minds, is most needful of assessment.

e. The evaluation, results and recommendations based on the criteria used.

FY 2007

Outcome 1. Evaluation results: Students enrolled in HIST 2303 for the Spring 2007 semester completed research papers and one student received an incomplete, two students did not submit papers and seven students submitted papers. Fifteen of the twenty-two program majors assessed in United States History 1483 and 1493 scored seventy-five percent or higher as measured by the

rubric.

Outcome 2. Evaluation results: Students enrolled in HIST 2213 for the Spring 2008 semester demonstrated historical knowledge and organizational skills by use of a power point presentation. Students were assessed by use of a rubric and while the majority of the students completed the power point presentation the results were not kept. The instructor did learn that most of the students created power point presentations that were technically superior to anything he could have done. Based on that information, teaching how to do power point presentations is not necessary in upper division history courses.

Outcome 3. Student Learning Outcome 3 was deleted in April 2007 and results are not available.

FY 2008

Outcome 1. Evaluation results: Forty-nine research papers were used to measure this outcome, and all submissions were used in measuring this competency resulting in a sample size of forty-nine (49). This represents a total of seven students completing seven research papers each. All of the students completed the research project at the 70% percentile or above.

Recommendation: The history program desires to see a greater sampling of research papers assessed by using a rubric. The biographies that are written by students enrolled in HIST 2213 Great American Biographies during the Spring 2009 semester will be assessed using a rubric. We are encouraging all upper division history instructors that required a research paper use a rubric. The history program began work on a standardized rubric to be used in assessing these papers.

FY 2009

Outcome 1. Evaluation results: Twenty-two history majors in the capstone course HIST 2303 completed twenty-five item multiple-choice exams covering United States history. Seventeen of the twenty-two students completed both United States history survey courses and the remainder had completed only one of the survey United States history classes. The average score on the exams was 54 out of a possible 100. The highest score was 78 and the lowest was 18.

These scores were compared to the test results of thirty-three college graduates who took the same exams. The average score for the college graduates was 62. The highest score was 92 and the lowest was 36.

Recommendations/speculations regarding results:

1. Multiple-choice exams are not the best way to assess historical information as the scores for both groups were low.
2. The exams' questions may have been too specific and therefore too difficult
3. At any rate, multiple-choice exams do not appear to be a feasible way to assess the amount of understanding achieved by majors and this was eliminated as an assessment tool.

Outcome 2. Evaluation results: Ten of twelve students completed biographies of ancestors or living family members. Biographies were assessed on a five point rubric and the highest score was 100 of 100 and the lowest was 70. Seven of the biographies were assessed at 80 or higher.

Recommendations: Use of the biographies was very successful and the students not only learned but generally enjoyed the experience. The biographies in 2213 will continue to be used as a means of teaching research methods and writing.

Outcome 3. Evaluation results: Five criteria were used in the rubric assessing portfolios. Ten portfolios were deemed adequate, three portfolios were assessed as excellent, and six portfolios were assessed inadequate by the rubric standard.

Recommendation: Portfolios were also eliminated as an assessment tool in favor of assessment artifacts.

FY 2010

Regarding all outcomes:

Evaluation results: Regarding all outcomes: Two hundred eighty-three essays were received from full time and adjunct faculty and only six were history majors.

Recommendation: Since this essay was assigned to provide gen ed artifacts as well as history program artifacts, something in excess of two thousand essays should have been received. The history department chair must do a better job of getting faculty to participate in the assessment process.

FY 2011

Outcome 1. Evaluation results: Fifteen of the twenty-two program majors assessed in United States history 1483 and 1493 scored seventy-five percent or higher as measured by the rubric. Our goal was seventy percent and we achieved sixty-eight percent.

Recommendation: Our goal was seventy percent and we achieved sixty-eight percent. Even though we nearly achieved the goal of seventy percent that still leaves us at the minimum level of achievement and success. A greater emphasis on teaching the fundamentals of essay writing is warranted in all history classes.

Outcome 2. Evaluation results: Forty-seven of the fifty three students assessed scored seventy-five percent. Eighty-nine percent of those assessed were successful.

Recommendation: The results for Outcome number two were very encouraging. These results indicate that perhaps the professor teaching the course associated with this outcome may be helpful to other history faculty regarding how to increase the level of student success when writing essays.

- 3. Research and evaluation must be conducted on a continuing, systematic basis as an integral part of the program. All aspects of the program must be evaluated and the results used to improve services to students. There must be evidence that the program is reaching its stated student learning outcomes/program outcomes. The review should address each of the following areas. The program:**

- a. is central to the institution's mission:

The History Program of Oklahoma City Community College is important in the accomplishment of the College mission by providing our community with broad student access to a college education. The history book collection is the largest single holding in the library. The history faculty is active in promoting collaborative (cooperative) learning, paired classes, discussion classes, and traditional lecture, Saturday Fast track classes, and online history classes to provide the broadest possible access to a college education for all students. History faculty have tutored international students in the World Language and Culture Center and are active in working to provide student scholarships through the Faculty Association and Development Foundation, and is involved in various community outreach activities such as the Robert S. Kerr Symposium of 2010 in which Dr. Ronald N. Gray chaired a panel answering questions about the life and career of Senator Robert S. Kerr in conjunction with a video produced through Arts and Humanities.

b. meets stakeholder expectations:

OCCC programs provide our community with broad equitable access to a college education. OCCC students are prepared to succeed in college and are able to achieve their individual educational aspirations. OCCC graduates succeed at four-year institutions and/or in their careers. OCCC has a rich history of enriching our community both economically and socially through our educational and cultural programs.

c. produces graduates and former students who are successful on transferring:

Data was available for 2009, and 2010. Between seventy-five and one hundred percent of the OCCC History Program graduates were continuing their education for the years in which data is available. In 2009 and 2010 eighty percent of the respondents were continuing college. No graduates reported difficulty with transfer. On a scale of 1 (lowest) - 5 (highest), graduates reported they believed they were prepared for the level of difficulty they experienced at their receiving institutions at a score of 5.0 in 2009 (n=5). In 2010, the scale was modified to a criterion of 1 being lowest - 10-being highest. Graduates reported they believed they were prepared for the level of difficulty they experienced at their receiving institutions at a score of 8.0 in 2010 (n=5).

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

Programs of Study

OCCC offers two types of associate degree programs: transfer and technical/occupational. In addition, a number of certificates of mastery are offered in technical and occupational fields of study.

University Parallel/Transfer Programs

OCCC offers a broad range of transfer programs for students planning to continue on at a four-year college or university. Students may enroll in freshman and sophomore courses which lead to a baccalaureate degree in practically any field of study. Upon completion of specified degree requirements, the student is awarded an Associate in Arts or Associate in Science. These degrees require the completion of a minimum of 60 semester credit hours. Of the 60 semester credit hours, a minimum of 37 must satisfy the general education core requirements (see Degree Requirements). The remaining approved courses will be related to the student's major or courses which directly support that major.

Requirements and Articulation assures that the general education core (37 credit hours) of the Associate in Arts or Associate in Science degree at OCCC will apply directly toward the lower division general education requirements at any state university in Oklahoma.

Policy Statement on Undergraduate Degree Requirements and Articulation

In accordance with the Oklahoma State Regents for Higher Education Policy Statement on Undergraduate Degree Requirements and Articulation, a student who completes an Associate in Arts or an Associate in Science degree at OCCC “may transfer into a Bachelor of Arts or a Bachelor of Science degree program at any senior institution of the State System and be assured of completing his or her program in sequential fashion.”

In addition, students are advised to secure the official catalog of the university to which they plan to transfer. Each university's official catalog provides pertinent information about admission policies and academic programs. That information is essential to the student's successful transfer to that university. Students should also consult a faculty advisor in their major at OCCC. With approval, the associate degree program may be modified to meet a student's needs depending on the intended transfer college or university.

Students are encouraged to visit the "Transfer Center" on the Oklahoma State Regents for Higher Education web site at <http://www.okhighered.org/transfer-students/>. This site will assist a student in determining which course or courses will transfer to another Oklahoma college or university.

Transfer guides showing course-by-course articulation between OCCC and a number of state universities are available in Office of Academic Advising. By using the appropriate transfer guide, the student can be assured that courses in the student's major will transfer directly toward the bachelor's degree.

OCCC has established specific curriculum patterns for transfer programs leading to the Associate in Arts (A.A.) or Associate in Science (A.S.) degrees.

e. Have systems to evaluate courses and faculty by students, administrators, and departmental personnel

Faculty Performance Review and Evaluation

Faculty will be evaluated on the basis of the established standards of performance and objectives established in the person's contract and any subsequent memorandums of agreement established for the position/person. Faculty are defined as employees who primarily perform teaching and instruction-related duties and who are employed on the basis of a written contract setting forth the duties to be performed and the compensation to be paid. The performance appraisal for each faculty member will be conducted by the Division Dean or Director as appropriate. In preparation for the review, the employee will provide relevant information to the Division Dean or Director as appropriate at least two working days prior to the evaluation conference. The results of the subsequent performance appraisal conference will be documented on a rating sheet signed by both the employee and the Division Dean and/or Director as appropriate.

Course and Faculty Evaluation

The Student Input on Instruction form is a means of gathering student perceptions of instruction at the college. The results are intended for use by you and your dean in identifying ways to improve instruction. A copy of the form is in the appendix of this document. The forms and supportive instructions will be distributed for you to administer during the 8th, 9th, or 10th week of 16-week courses or the 5th or 6th week of eight-week courses. Prior to administering the instrument, you should:

1. Plan class time to help ensure that time is available for completing the forms.

2. Where desirable, prepare up to three (3) questions, which are unique to the course or section for inclusion as the optional questions on the form. You should have multiple copies of these questions printed for use by the students.
 3. Select a student to be responsible for administering and returning the forms and brief him or her about the process. It is best to keep the forms and instructions in your possession until the day you plan to administer them. Your cooperation in helping to ensure that the Student Input on Instruction forms are completed in a timely manner will go a long way to provide useful student input concerning your instructional methods.
- f. Is staffed, administered, and supplied to provide for the development of competent students in all areas including citizenship and social conscience.**

Service-Learning

Incorporating service-learning as a part of a course's curriculum is easy to do and can enhance students' ability to understand and apply course material. Service-learning can generally be used as a part of any course's learning objectives and tailored to desired learning outcomes. The Student Life Service-Learning Center partners with over 80 community agencies, so there is something for every course and interest area. Office of Student Life coordinates student involvement in service learning.

- g. Has current, appropriate, useful, and sufficiently comprehensive instructional media and materials.**

HISTORY LIBRARY REVIEW

Fall 2011

Print Resources:

The history monograph collection remains the strongest print collection in the Library. The number of circulating titles has risen to 10,634 (11,490 volumes). Reference titles number 204 (823 volumes) and the Audio-Visual (primarily DVD and VHS) area has 502 titles (950 volumes). New titles are purchased by the Social Sciences Librarian based primarily on reviews in *Choice*, *Booklist*, *New York Review of Books*, various bestseller lists and scholarly history journals. History faculty also provide recommendations. All faculty requests have been purchased except for items that were out of print.

The Reference, audio-visual and 2nd floor circulating collections were weeded within the past 18 months. Duplicates of low usage items as well as items in poor repair were pulled and replaced as needed. In some cases, an item was removed if it was deemed inappropriate for the collection (content was too advanced or elementary, inaccurate or poorly reviewed). VHS tapes that are still used by faculty are being replaced with DVDs when possible.

A significant number of titles related to sports history and Russian history have been added. The Social Sciences Librarian continues to purchase items related to Latin American history. However, many titles in this discipline are graduate level. Recommendations for titles appropriate for 2000-level students are encouraged.

Course textbooks available at the Library Circulation Desk are extremely popular. Each textbook title on reserve for HIST1483 and 1493 is used an average of over 400 times per semester.

The Library continues to subscribe to a number of print magazines and journals to support the History curriculum (see list of titles below). Usage of print titles is extremely low, as students favor

electronic resources. The Librarians anticipate cancellation of print subscriptions that are duplicated in our electronic resources in the coming years.

Current Library print subscriptions for core history periodicals

American Heritage

American Historical Review

American History

American Indian Quarterly

Chronicles of Oklahoma

Current History

Journal of American History

Journal of Southern History

Journal of the West

Electronic resources

Student use of electronic access to magazines, journals and newspapers continues to grow. *EbscoHost* is the primary electronic resource used by most history students. *EbscoHost* provides full-text access to 200+ history journals. This number does not include related disciplines such as political science and humanities. A list of all online full-text history periodicals available to OCCC students may be found at <http://bit.ly/nisfD0>.

The *Proquest Historical Newspapers* database is the primary electronic resource used by students in HIST2303 and students seeking primary sources. Full-text coverage dates back to 1764.

CQResearcher Plus Archive provides historical resources back to the 1920s.

In 2009, in response to faculty requests for video resources that could be used in online courses, the Library subscribed to *American History in Video*, which provided streaming video clips accessible to faculty and students. While the content was useful, access to students off-campus was difficult and deterred use. Due to low usage, *American History in Video* was cancelled in 2011.

Films on Demand, a streaming video service, was added in 2010. Unlike *American History in Video*, *Films on Demand* is multi-disciplinary. Over 1100 history titles are available including those distributed by PBS and *Films for the Humanities*. Faculty feedback has been positive and integration into the online learning platform appears to be working.

Instructional Resources

The Social Sciences Librarian continues to be available for library instruction. Announcements are made at division meetings and the annual adjunct meeting to encourage professors to schedule an instruction session for classes doing research. The librarian works extensively with the HIST2303 class. Because 2303 focuses on primary sources, the librarian has created special resources to assist students in their research. Multiple instruction sessions are scheduled with 2303 students. As time permits, the Social Sciences Librarian arranges a tour and orientation to the University of Oklahoma Libraries. Additionally, many 2303 students make individual appointments with the Social Sciences Librarian to receive additional assistance in locating and evaluating their

resources.

Interlibrary Loan and OK-Share are both heavily utilized by the 2303 course and History faculty.

The Social Sciences Librarian has given instruction sessions to a handful of sections of HIST1483 and 1493.

In Fall 2011, a new electronic resource, OCCC LibGuides will be available. The Social Sciences Librarian will create a number of web pages with information and links to resources specific to history. A draft version is currently available at <http://libguides.occc.edu/history>.

Additional LibGuides can be created for specific assignments or classes. Work is underway to create a LibGuide for the HIST2303 class with a focus on locating primary sources. LibGuides are not intended to replace in-class instruction, but rather supplement it.

The Library has 76 public computers for student use for research, online coursework, email, etc. More than half of these are set up with DVD players and headphones. From the Library's webpage, students both on and off-campus can use the catalog of books and DVD/videos, search for quality information in many online article databases, link to recommended websites, and make online requests.

Since the previous program review, the Library has employed an Electronic Services / Reference Librarian to strengthen student awareness of and skill in using Library online databases and other resources. Several online video tutorials have been created in addition to the online Research Paper Help module. These can be found from the Library front page or directly from the Library YouTube channel (<http://www.youtube.com/occlibrary>).

The Library is currently beta-testing a new ebook service, Overdrive. While Overdrive will primarily be used for leisure reading, a number of non-fiction titles, including history, will be available for download.

The Library has developed new ways for students to request assistance through the "Ask a Librarian" link, i.e. chat and text. Since many faculty members use the ANGEL online course management system to teach online or as a tool for regular classes, and provide students course information through that portal, the Library is going where the students are. The Library has created simple, new tools (widgets) for faculty to insert into their ANGEL course materials, making it convenient for students to search the article databases, Library catalog or other resources without exiting the course platform.

Many students enroll in the one credit hour Success in College and Life course, in which they receive instruction in doing academic research. Librarians staffing the Library Assistance desk answer questions and provide one-on-one instruction, as well as teaching research skills to classes in a variety of subject areas. Instruction sessions are adjusted to faculty members' assignments and needs.

h. 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.

Professor Melinda Barr is currently working toward a Ph.D. in history and has attended symposiums on social reform movements and gender relations. She hosts a conference each year for program majors in which students present papers and acquire valuable experience for presenting in the future at historical conferences. Professor John Ehrhardt is also working toward the completion of a Ph.D. in history and developed the capstone Historical Research, Methods and Writing class. Dr.

Jeff Carlisle coaches KSBI's Mind Games, which is an academic contest involving students from four year colleges, universities, and two year community colleges. Professor Ray McCullar was among the first to work in Learning Communities (paired classes), Success in College and Life classes, and Cooperative Learning. Dr. Ron Gray chaired the symposium on the life and career of Senator Robert S. Kerr in 2010. This fall semester (2011) a total of 23 adjunct faculty are teaching History courses at Oklahoma City Community College. Of those, all possess a Masters degree with a minimum of eighteen graduate hours in History or related field, and five hold a doctoral degree.

I. Evidence should be presented that shows a systematic review of the curriculum is conducted regularly. This review should indicate how the general education competencies are being met:

General Education Assessment Plan

Objective:

To assess and recommend actions for the general education component of Oklahoma City Community College's curriculum.

Strategy:

The General Education Committee will create six interdisciplinary teams with members from multiple divisions. Each team will consist of five members with two members specifically teaching in one of the General Education Core Areas. Also, at least one team member will be a representative of the General Education Committee.

Twice a year these teams will evaluate one hundred artifacts from students having attained at least 36 hours of General Education Courses from OCCC. During each Spring Semester, the reports from each team will be shared at the meeting of the whole General Education Committee and dispersed to faculty within each division. Specifically, during the Fall Semester, each team in charge of a specific Student Learning Outcome area will make curriculum recommendations to the General Education Committee. Reports, recommendations, and actions created from the General Education Assessment Process will be stored on the General Education Committee Website. Faculty members on each team will be compensated each semester.

Method:

Developed rubrics will provide common criteria for assessing “artifacts” gathered from various courses. Artifacts may include but are not limited to recorded performances, PowerPoint Presentations, essays, lab reports, research projects, service-learning projects, or any assignment preexisting in a faculty's course. However, the artifacts should adhere to the specific objectives of the Student Learning Outcomes established by the General Education component of OCCC's curriculum.

Nevertheless, the underlying principle of this method is (1) to reduce the intrusive nature of assessment within faculty courses, (2) to create a real environment of student performances within a classroom setting instead of a contrived environment of a forced examination (i.e. CAAP exams not counting for a classroom grade), and (3) to collect data.

Data Collection:

The Office of Institutional Effectiveness will identify each semester students completing at least 36 credit hours in General Education Courses. From this list, they will identify a random sampling of students enrolled in courses, which faculty have included “artifacts” relating to the Student Learning Outcomes measured each semester.

For example, if an outcome in Math is measured, then the following courses beyond a Math Prefix could also be used: Introduction to Logic, Business Statistics, Behavioral Statistics, Chemistry, Physics, Accounting, Physical Science, or other General Education Courses involving Math and including the objectives for the Math Student Learning Outcome. Likewise, data collection could be attained from an outcome in Writing from any course involving writing, including a scientific lab report, as long as it adheres to the objectives of the Writing Student Learning Outcome for the General Education curriculum.

The premise behind this kind of data collection (1) allows for an interdisciplinary approach to the General Education curriculum; (2) creates a shared vision of faculty collaboration beyond the microcosm of specific divisions; (3) allows for a more accurate depiction of student learning as they progress from one General Education Course to the next; and (4) creates a shared approach to improve student learning and success by reiterating General Education Skills from multiple courses.

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

Students will demonstrate an understanding of the ideas, values, and beliefs that have shaped global communities. Specifically, students should be able to

Demonstrate understanding of basic world geography; Demonstrate familiarity with major cultural issues of selected global communities; Demonstrate knowledge of significant historical events and figures of selected global communities; and Demonstrate an understanding of ethical concerns of selected global communities.

II. Communication and Symbols

A. Students will demonstrate effective writing and public speaking skills.

For writing, students should be able to

Generate a clear, specific, and arguable thesis or dominant idea; Formulate evidence and examples to support the topic idea; Construct a logical pattern of paragraph development; and Demonstrate consistent use of correct and appropriate spelling, grammar, and word choice.

For public speaking skills, students should be able to

Demonstrate the effective use of an introduction, body, and conclusion of a formal speech; Demonstrate an audience-centered purpose that adapts to the audience, occasion, and time limit of the speech; Deliver the speech with effective eye contact relative to the use of presentational aids (when applicable) and the audience; Vary the tone of voice appropriate to the content of the speech and context of the audience; and Demonstrate appropriate attire, gestures, good posture, and meaningful body movement.

III. Social, Political, and Economic Institutions

Students will demonstrate an understanding of the function of major social institutions. Specifically, students should be able to

Analyze how political systems impact society; Analyze how economic systems impact society; Analyze how religion serves to shape the norms of a society; Analyze how

education interacts with cultural values and norms; and Analyze how shifts in social institutions impact the family.

IV. Relationships in Nature and Science

Students will demonstrate critical thinking by using scientific methodology. Specifically, students should be able to

Analyze a set of data or qualitative observations using previously learned tools; Draw reasoned conclusions based on the results of the analysis; and Support conclusions logically and communicate them effectively.

Program Response to General Education Assessment Data

General Education requirements represent just over sixty percent of each Associate of Science or Associate of Arts degree, making the careful assessment of these broad competencies OCCC considers essential for all graduates very important. Provide evidence that shows a systematic review of the curriculum is conducted regularly. This review should indicate how the general education competencies are being met.

The History Program provides writing artifacts for the General Education Assessment Committee and history faculty participate in the assessment of General Education artifacts. Results are available for 2009, 2010, and 2011. In 2009, 82% (83 of 101) were proficient in writing skills; 85% (86 of 101) were proficient in developing a thesis or purpose, 90% (91 of 101) were proficient in developing evidence or detail for an essay and 86% (87 of 101) were proficient in paragraph development. The results for 2010 were that 94 of 105 (about 90%) met the requirements of the rubric. Results for 2011 89% passed (89 out of 100) Note: A passing score consists of making 3 or better on a writing rubric- The goal is that 70% pass. Areas of the Writing Rubric: Thesis 89% passed; Evidence 79% passed; Paragraph 94% passed and Grammar 83% passed.

4. Provide a summary of how concerns and recommendations identified in the last program review were addressed.

Staffing was a concern in the last History Program Review but is of less concern because we have a cadre of long-time history adjuncts of proven ability. Economic realities make it unlikely that we will add new full time history faculty in the near future but we are fortunate to have qualified full time and part time instructors for both online and on campus classes. An insufficient number of classrooms for high demand needs was a concern in the last History Program Review and remains a concern. More cooperative learning class rooms are needed as the College emphasizes cooperative learning over traditional lecture formats. The last History Program Review recommended the addition of a full-time geography instructor and that has been accomplished.

5. Describe the strengths of the program identified through this review.

1. A major strength of the History Program is the well qualified and experienced full- and part-time history faculty.
2. Faculty, both full- and part-time, participate in online training and many work in the area of cooperative learning.
3. The capstone Historical Writing, Research Methods prepares OCCC graduates for upper division work at senior institutions.
4. The History Department offers a wide selection of sophomore level course offerings that enable program majors to broaden and deepen their understanding of United States and World history, Western and sub-American cultures, and the history of specific regions of the world.

6. Describe the concerns regarding the program that have been identified through this review.

1. More cooperative learning classrooms are needed if the College really desires to promote cooperative learning.
2. Additional space for adjunct instructors so that each instructor can have a personal cubicle is warranted.
3. Stricter criteria for offering off campus classes so that adjunct instructors do not have to wait until a week before classes begin to know if they will teach a class.
4. The history department must adhere to its simple but useful five year plan in Outcomes Assessment which assesses both History program majors and contributes to General Education assessment. Trying to assess history majors as "majors" prior to the completion of at least the two American survey classes has yielded few usable results.

7. Develop a list of recommendations for action that addresses each of the identified concerns and identify planned actions to implement recommendations.

1. Designate five classrooms as cooperative learning classrooms, furnish them, and ensure that only instructors using cooperative learning are assigned to those classrooms.
2. Find space on the campus that is adequate to create designated office space cubicles for all history adjunct faculty.
3. The College should set the date as the first Monday following Thanksgiving for all off campus classes to "make" or be canceled. Making adjuncts wait until two or three days before classes begin to know if they have a class is unreasonable. Some adjuncts have turned down classes at other institutions to teach for us and then found out that they had no class.
- 4.a. Ensure that the History program Outcomes Assessment plan is familiar to all faculty; both full- and part-time.
 - b. Ensure that artifacts are assessed, and retained, while assuring individual privacy is retained.
 - c. Review all rubrics associated with assessment for usefulness and clarity.
 - d. Ensure a panel of a minimum of three faculty are engaged in the assessment process for each outcome.
 - e. Ensure annual Outcomes Assessment Reports are based on the annual plans.

III. 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. Prospective students may access information about the college and its programs through the Office of Recruitment and Admissions.

Services provided by this office include campus tours, community and high school outreach, information sessions, scholarship programs and corporate recruiting. 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 website.

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 very closely with the Student Development Center staff. Each student is encouraged to have a counselor from Student Development as well as a faculty advisor.

Degree sheets are available in the Student Development Center 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 Student Development Counselors 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 Student Development Center 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 Student Development are stated in the College's Policies and Procedures Manuals and in the Catalog for the benefit of all students, faculty, and staff. Student Development objectives are also outlined in the above mentioned documents.

Counselors 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 a counselor 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 Student Development.

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.

Counselors in the office of Student Development are available to discuss career objectives and degree programs with each student. The staff of Student Development 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.

Academic Advisement (faculty handbook)

In the course of interacting with students, it is the responsibility of faculty members to serve as academic advisors. In addition, faculty give advice on a broad range of topics and issues. The kinds of advice offered by faculty can be categorized in the following way.*

* It is important to underscore that this listing is intended to be suggestive rather than exhaustive or prescriptive.

Program Requirements

It is important for students to meet with an advisement professional to establish a Student Academic Plan (SAP). Returning students who are familiar with their degree requirements and those not seeking a degree or certificate may self advise.

Students are also encouraged to work concurrently with their faculty advisor in the academic discipline of their degree choice. A faculty advisor can help ensure that major specific educational objectives are met in an efficient, orderly fashion. If you have questions on course selection, entry-level skills required or general academic information contact Office of Academic Advising. With respect to program requirements, faculty advisement may address such things as degree planning (timing and sequencing of courses), identifying the appropriate catalog (degree plan to follow), selecting support electives, and meeting special requirements for a program or student (e.g., clinical performance, immunization, CPR).

Transfer Concerns

Relative to transfer concerns, faculty advisement may include such things as providing information on programs at area transfer institutions, information on out of state/state institutions, and transfer procedures to those institutions. It may also include evaluation of course content of major courses being transferred in for a particular major.

Career Information

Providing career information may include information about employment opportunities with various levels of education and responding to questions regarding how to select a path to follow within the field.

Referral

Referral may be done when faculty advice is sought on such matters as financial aid, transportation problems, problems with transcripts, formal degree checks, personal problems requiring counseling, graduation procedures, or any issue that the faculty member determines can be best served by others.

4. Provide documentation that reflects accurate and complete cumulative records of educational accomplishment including:

a. The number of majors (head count and FTE) in the instructional program during each of the last three years and projections for the next two years.

The number of history majors in the Fall 2008 was 177; Fall 2009, 209; and Fall 2010, 164. It is expected the projected enrollment will stay within this range for the next years, at approximately 180 majors annually. The FTE for Fall 2008 was 141; Fall 2009, 184; and FY 2010, 143.

b. the size of specialized (program major) classes, if any, identified as integral elements in the program during the last three years.

Data provided by OCCC - Office of Institutional Effectiveness (July 28, 2011):

FY 2009 - 18 classes (average) (2000-level)

FY 2010 - 18 classes (average) (2000-level)

FY 2011 - 19 classes (average) (2000-level)

In sum, an approximate average of one section was added over the course of three years. Due to socioeconomic conditions, the College has seen record enrollment which is consistent for the program. Due to limited physical space, class sizes have been systematically increased to accommodate all learners. The size of the capstone course sections are however, generally limited to fifteen students.

c. Instructional cost, including efficiencies and improved learner outcomes achieved through the use of any technology.

Oklahoma City Community College offers online courses (computer based/Internet) which allow students the freedom from attending regularly scheduled course meeting times while still earning college credit. Online courses are similar to traditional, on campus courses in that they have a regular class schedule, assignment due dates, and the expectation of student interaction. OCCC has committed resources for the creation of specialized resources for online students with the goal of increasing student success. These resources include a customized section of the OCCC website to assist them as they progress in their academic studies via distance and an orientation to the College's Learning Management System. We are also in the early stages of implementing virtual tutoring in the Math and Communication labs to further customize and personalize online students' education. The cost of these initiatives and efforts totals \$17,000.00. OCCC has also dedicated a specialized team of student technology support to provide assistance to students seven days a week as they work within the learning management team which costs the College \$120,034.00.

Technology use in the classroom continues to expand to meet the needs of our students. 150 of our classrooms are equipped with permanent multimedia equipment with the availability of mobile carts to increase the number of high tech classrooms to 100%. The cost incurred with this multiyear effort is \$1.22 Million. Faculty members are continuing to utilize student response systems, SmartBoards, and slates. OCCC continues to support this utilization by purchasing additional classroom sets to allow faculty to continue to engage students through this technology use. The classroom technologies are part of a new effort on campus so the cost thus far has only been \$15,000.00. The Center for

Learning and Teaching offers multiple learning opportunities for faculty related to strategies for incorporating technology into instruction effectively as well as the use of the College's Learning Management System, ANGEL. The CLT team has strategically worked to meet the needs of our 157 full-time faculty as well as the 489 adjunct faculty members. They support them through organized workshops, online training modules, and individual faculty consultations conducted via phone, Skype, email, or in person. The consultations focus on the use of the college's LMS as well as the choosing of instructional technology to match learning objectives. Data will be collected in the upcoming months on the impact of these efforts to assist with the assessment of the expenditure of funds and direct further efforts.

d. The number of FTE faculty in specialized (program major) courses within the curriculum

Oklahoma City Community College has five FTE faculty for the specialized courses offered in the curriculum. All of the specialized courses are taught by FTE faculty.

e. Projected job market for graduates in occupational programs during the next two years.

History program graduates are not likely to terminate their educational programs at the two year level. Most plan to go on for further education to at least the Master's level and many to the Doctoral level to find work in their chosen field.

f. The success of transfer students based on GPA comparisons.

The History program does not consider itself as one that prepares its students for occupational endeavors. The thrust of its preparation is to prepare students to continue on to a four-year institution. From the report on graduates 2007-2010, 79.58% of respondents reported they were currently enrolled in continued higher education. No one reported a problem with transferring to another institution of higher education. Forty-one and sixty-seven percent (41.67%) of respondents reported that they are working in a job that is related to their education. The program finds this data as a success.

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.

7. Provide institutional recommendations as the result of the program review and planned actions to implement recommendations.

Dean of Social Sciences will request additional cooperative learning classrooms as part of 2013 critical needs. The history faculty together with the Dean of Social Sciences must develop a straight forward plan for assessing the success of history majors and a workable plan for contributing to general education assessment. We in the history department believe that the completion of this program review has clarified issues both for outcomes assessment of majors, and the best ways for the history program to contribute to general education assessment.