

Oklahoma City Community College

Program Review Self Study Year: 2017

Division of Social Sciences

Associate in Arts in History (019)

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I. Introduction

This section should reference the general process of the review and any unique features of the review (such as the use of outside consultants or conducting the review in relation to an accreditation visit).

If the program has been reviewed previously, this section should include a brief summary of prior recommendations and how they were addressed.

The 2012 History Program Review recommended the creation of several additional collaborative learning classrooms. The Review also recommended the designation of a new and more functional space for history adjuncts, and finally the Review recommended that high schools have an early cut off date for offering history classes. A new and more functional space for history adjuncts has been addressed as well as an earlier confirmation date of need for concurrent high school course sections.

II. Executive Summary

The Executive Summary will include the program's connection to the institution's mission, program objectives, and the strengths and areas for improvement of the program. It will also include the key findings and recommendations of the internal or external reviews with regard to the Program Review Principles and Program Review Criteria.

History program majors at Oklahoma City Community College learn foundational information in United States history, European history, World history, Latin American, Native American, Oklahoma history, and Women's History, as well as research methods and writing that empowers them to complete baccalaureate programs at senior institutions and enriches the lives of our majors and those they know in the community. The history faculty strive to increase completion rates by reviewing learning objectives and assessment as well as delivery methods, including lecture, online, collaborative learning classes, and discussion classes. Many courses require writing papers and or making oral presentations. Every history course targets one or more of the writing, Critical Thinking, Human Heritage, Culture and Institutions, and Public Speaking requirements of the Gen. Ed. Core.

Assigning faculty advisors to all history majors will increase graduation rates by assuring that students take classes in the most efficient manner to graduate. Establishing an internship program in conjunction with the Oklahoma History Center for interested history majors will encourage students to get hands-on experience in a history related job. The Title III course redesign of Hist 1483 will give faculty a better understanding of course objectives and assessment methods that can then be used to improve other history classes, not to mention the positive effect it will have on Hist 1483.

This self review has reaffirmed or brought to light the strengths of the program including:

1. A major strength of the History Program is the well qualified and experienced full-time and part-time history faculty. The faculty is diverse in their areas of expertise and in their delivery methods giving students a wide variety of learning experiences and choices.
2. Completion rates have consistently improved over the last five years in the History 1483 and 1493 courses (see data in 4b)
3. The Capstone class (Research, Writing and Methods) adequately prepares students to not only succeed in classes at senior institutions, but to excel.
4. Writing level at sophomore level classes is generally good and having writing assignments/papers/presentations in these classes prepares students to succeed in the capstone class.

While we believe that the History program is a strong and successful program, there is always room for improvement and the self study has brought to light the following concerns:

1. The History Program is currently going through a Title III course redesign for the History 1483 class. Revising and fine tuning course objectives in this process makes it clear that a similar evaluation of the hist 1493 (and possible other courses) might be in order as well.
2. A revision of the rubric used to assess student submissions would provide for better feedback and help identify more clearly any problem areas that faculty need to focus on.
3. Careful monitoring of success rates in online classes will be necessary in order to evaluate the effectiveness of the standardization that has occurred regarding the Hist 1483 and 1493 online sections. Ongoing observations and tweaking of classes will keep the history program alive, vibrant and successful for the foreseeable future.

III. Analysis & Assessment

This section will include a complete review and analysis of the Program Review Criteria based on the internal or external team's review. It will also assess developments since the last program review in the context of the current recommendations of the internal review and any recommendations.

A. Centrality of the Program to the Institution's Mission

An assessment and written analysis as to the centrality of the program to the institution's mission and in the context of the institution's academic plan are required. The purpose of the mission of an institution is to indicate the direction in which the institution is going now and in the future. The mission defines the fundamental reason for the existence of the institution.

Together with the planning principles and goal statements, the mission reveals the philosophical stance of the institution with respect to education and learning while at the same time providing a framework for the maintenance of institutional integrity and development.

Describe how the program is central to the institution's mission:

History program majors at Oklahoma City Community College learn foundation information in United States history, European history, World history, Latin American, Native American, Oklahoma history, and Women's History, as well as research methods and writing that empowers them to complete baccalaureate programs at senior institutions and enriches the lives of our majors and those they know in the community.

B. Vitality of the Program

Vitality of the program refers to the activities and arrangements for insuring its continuing effectiveness and efficiency. To maintain its vitality and relevance, a program must plan for the continuous evaluation of its goals, clientele served, educational experiences offered, educational methods employed, including the effective incorporation of technology, and the use of its resources. This vital principle or force can best be observed by examining the past and present initiatives to insure the vitality of the faculty, students, and program.

1. List Program Objectives and Goals

1. Assign faculty advisors to all history majors
2. Establish an internship program in conjunction with the Oklahoma History Center for interested history majors
3. Redesign United States history to the Civil War (1483) as part of Title 3

2. Quality Indicators

Quality indicators may vary by institutional mission; however, institutions should measure the efforts and quality of their programs by: faculty quality, ability of students, achievements of graduates of the program, curriculum, library, access to information technology resources including efficiencies and improved learner outcomes through appropriate use of this technology and appropriate use of instructional technology to achieve educational objectives, special services provided to the students and/or community, and other critical services.

As appropriate, institutions should evaluate the program against industry or professional standards utilizing internal or external review processes. Institutions must provide specific documentation of student achievement. Such documentation should include programs outcomes assessment data consistent with the State Regents' *Assessment Policy*. Program quality may also be reflected by its regional or national reputation, faculty qualifications, and the documented achievements of the graduates of the programs. This includes a program self review that provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission and how it relates to Higher Learning Commission Criteria and Components listed below:

- a. The program's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible. List of the student learning outcomes.

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, (History 2203 Women's History will be assessed for this outcome.)

Outcome 2: Program majors will do historical research using primary and secondary sources that require them to analyze evidence, organize ideas, use conventions as presented in the Chicago Manual of Style or Turabian, draw conclusions, and present findings both orally and in writing. (History 2303 Historical Research, Methods, and Writing is assessed for this outcome.)

Outcome 3: Program majors will analyze the development of world civilizations, including events, trends, and movements, effects of ethnicity, race, social class, religion, and gender. Written specifications for the essay over a historical novel is used to assess these essays. (History 1723 World Civilizations since 1500 is assessed for this outcome.)

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

Outcome 1 was assessed using a rubric of one hundred points agreed upon by the history department faculty.
 A score of seventy five on a one hundred point rubric was deemed adequate.
 Rubric Requirement:

1. Paper shows knowledge of topic.....50 points
2. Writing holds interest of reader.....10 points
3. paper met minimum page requirements.....10 points
4. Paper was relatively free of spelling and grammatical errors...20 points
5. paper included a bibliography of at least five source and followed the Chicago or Turabian Manual of Style.....10 points

Outcome 2 was assessed in History 2303 Historical Research, Methods, and Writing (the capstone class) using the following rubric with a score of seventy five out of one hundred considered adequate:

1. Knowledge of topic.....50 points
2. Style holds reader interest.....10 points
3. Relatively free of spelling and grammatical errors.....20 points
4. Met minimum page requirement.....10 points
5. Bibliography of five sources using conventions.....10 points

Outcome 3 was assessed by having students read Achebe's *Things Fall Apart* and addressing in a five page essay the following: 1) traditional social, economic, and cultural characteristics of Okonkwo's people, 2) impact of British colonial policies on the lives and village life of the African people and 3) the nature and intentions of British colonial policy in Africa. The essay must address the three components listed above with evidence to support arguments, and must be organized with an introduction, body and conclusion. The use of complete sentences, proper grammar, punctuation, with college level reasoning is required. Essays that follow this criteria are assessed at 75 or above, while those that do not are assessed below 75. The essay must be judged adequate by all those assessing the essay in order to be assessed as adequate.

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

Outcome 1 results: Out of thirty six papers from History 2213 Great American Biographies and History 2103 Oklahoma History assessed, thirty three achieved the score of 75 or better (91.67%) Results indicate that students in sophomore level classes are well prepared to enter upper level classes at a university level successfully. Having students turn in rough drafts for critiques might catch any early problems that might cause students to be unable to reach the level of satisfaction desired.

Outcome 2 results. Fourteen papers were assessed with eleven reaching the required level of success. The capstone course gives history faculty a reasonable measure of how well we are teaching research, writing and presentation skills. Many history majors move on to senior institutions to complete baccalaureate and eventually advanced degrees. We pride ourselves in sending them on with skills they need to succeed in upper division history degree programs. The skills obtained by our majors at the Associate Degree level are also useful in our push to equip students for the workforce. The capstone course teaches research techniques, helps students analyze and organize, as well as present their findings. These are essential skills for those seeking to enter the work force immediately upon graduation.

Outcome 3 results. Of twenty essays assessed seventeen were deemed adequate. (One of those deemed inadequate was over a different book) Overall the essays were quite good (11 were assessed at over 90%). The Oklahoma State Regents for Higher education are demanding more writing, especially in online courses and students in History 1723 seem to enjoy reading and responding to the novel Things Fall Apart. Writing is fundamental for history majors, therefore the use of materials that draw out analytical and writing skills of our students is crucial to the program.

Recommendations based upon the criteria used. Most students reaching the sophomore level and capstone classes seem well prepared for the work required. The rubric used in Outcomes 1 and 2 needs to be revised to specify in more detail what is meant by "shows adequate knowledge of the topic" by adding items such as clear thesis statement, etc.

The following are the assessment reports for the previous 5 years.

FY 11

Learning Outcomes/Program Outputs:

Student Learning Outcome being assessed.

- I. 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. Student will identify and describe the development and interaction of civilizations as well as events, trends and movements influencing social and cultural development. Also considered will be the effects of ethnicity, race, social class, religion and gender on the social and cultural development of World Civilizations.

1. Measurement used for Assessment of Learning Outcomes/Program Outputs:

Outcome I. 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.

This outcome was measured via essays written for United States History 1483 and 1493 by program majors.

Number of students being assessed: 22

Criteria for Success: Regarding Outcome One - the assessment was considered adequate if the student scored fifteen of the twenty points possible (75%) as measured by the rubric

Summary of Assessment Data Collected:

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.

Use of Results:

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

2. Measurement used for Assessment of Learning Outcomes/Program Outputs:

Student will identify and describe the development and interaction of civilizations as well as events, trends and movements influencing social and cultural development. Also considered will be the effects of ethnicity, race, social class, religion and gender on the social and cultural development of World Civilizations. This outcome was measured via essays written for Western Civilizations HIST 1713 and 1723 by program majors.

Number of students being assessed: 53

Criteria for Success: Regarding Outcome Two:

The assessment was considered adequate if students scored thirty-nine out of fifty points as measured by a rubric.

Summary of Assessment Data Collected:

Forty-seven of the fifty-three students assessed in Western Civilization 1713 and 1723 scored seventy-five percent. Eighty-nine percent of those assessed were successful.

Use of Results:

The results for Outcome number two were very encouraging. These results indicate that those teaching Western Civilization 1713 and 1723 may be helpful to other history faculty in how to increase the level of success in essay writing.

Student Learning Outcomes Reflections

1. What actions associated with assessment activities or initiatives (such as professional development opportunities, academic policy recommendations, curricular changes, or resource allocations) are needed for your program to improve student learning? List specific changes you will make to improve student learning if your suggestions or request is acted upon.

This year we are undertaking a complete remodel of the History Outcomes Assessment Plan. We intend to focus more narrowly on our majors rather than the broad General Education focus of the past. We feel this will be much more beneficial in strengthening our program in the future. This year, samples of student writing will be collected from both the Fall 2011 and the Spring 2012 sections of 2303 Historical Research and Writing Methods course. The samples

will be evaluated by a three-member panel using a pre-set rubric. As well, the outcomes measured in 2011 will be measured again in 2012 and on in to the future on an annual basis, utilizing the same standards. As results are gathered, rubrics and assignments may/will be revised as warranted.

2. How will you communicate the importance of these changes in your program to:

A. Faculty

Full time and adjunct history faculty will be apprised of the importance of teaching and requiring writing early on in all history courses in meetings with full and adjunct faculty.

Students

B. Program majors who go on to university to complete upper division courses will be encouraged to send e-mails relating their experiences at university and we will seek to track the success of majors at four year institutions.

FY12

Learning Outcomes/Program Outputs:

Student Learning Outcome being assessed.

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. History 2203 The American Indian was used to assess this outcome. Topics included biographies of Native American leaders such as Tecumseh, Crazy Horse, and Squanto, economic topics such as "Chickasaw Nation Enterprises," "Iroquois Trade, and Agriculture," political topics such as "Wounded Knee, Twice Visited," and "Indian Alcoholism."

Outcome 2. Program majors write essays embedded in World Civilization courses 1713 and 1723 to understand the development and interaction of civilizations using Chinua Achebe Things Fall Apart (1723) and/or Travels of Ibn Bututa (1713). Essays embedded in History 1713 Travels of Ibn Bututa for the Fall 2011 semester are not being assessed for this report because the panel of assessors has not yet read the book.

Outcome 3. History 2303 is the capstone course and culminating writing experience for history majors at Oklahoma City Community College. Students who successfully complete history 2303 are prepared to write junior and senior level historical research papers. Students who successfully completed history 2303 in the Spring 2012 semester wrote research papers over "The Civil Rights Struggle," "Thomas Paine and the American Revolution," "The United States, Japan, and Pearl Harbor," "Truman's Use of the Bomb," "The Shakers," and other topics.

Measurement used for Assessment of Learning Outcomes/Program Outputs:

Artifacts in the form of essays and biographies from the course HIST 2203 The American Indian were used to assess Outcome 1. Topics included biographies of Native American leaders such as Tecumseh, Crazy Horse, and Squanto, economic topics such as "Chickasaw Nation Enterprises," "Iroquois Trade, and Agriculture," and political topics such as "Wounded Knee, Twice Visited," and "Indian Alcoholism."

Number of students being assessed: 15

Criteria for Success:

The criterion for success was set at a minimum of seventy percent of submitted artifacts

would score seventy-five on a one-hundred-point rubric.

Rubric Scoring Criteria:

1. Paper shows knowledge of topic 0 - 50 points
2. Paper was relatively free of spelling and grammatical errors 0 - 20 points
3. Writing style holds interest of the reader 0 - 10 points
4. Paper met minimum four-page requirement 0 - 10 points
5. Paper included a bibliography with at least five sources 0 - 10 points

Summary of Assessment Data Collected:

A total of fifteen artifacts were assessed using the rubric criteria. Only thirteen percent (n = 2) were assessed at under seventy-five percent, and eighty-seven percent (n = 13) were assessed at seventy-five or above.

Use of Results:

Results suggest that the writing of term papers at the sophomore level for history majors in a necessary preparatory activity, especially because most history majors go on to the four-year college or university for additional coursework. (Assignments identified earlier identified-do not suggest term papers)

1. Measurement used for Assessment of Learning Outcomes/Program Outputs:

Artifacts in the form of essays from the course HIST 1713 Survey of World Civilizations to 1600 C. E. and HIST 1723 Survey of World Civilizations Since 1600 C.E. were used to assess Outcome 2.

Number of students being assessed: 16

Criteria for Success:

The criterion for success was set at a minimum of seventy percent of submitted artifacts would score seventy-five on a one-hundred-point rubric.

Rubric Scoring Criteria:

Essay adequately summarized the novel 0 - 50 points

Essay contained reasoned opinions about the novel 0 - 20 points

Writing style held the reader's interest 0 - 10 points

Conflict between African and western cultures was understood 0 - 10 points

Spelling and grammar was such that there was no distraction from reading 0 - 10 points

Summary of Assessment Data Collected:

Sixteen artifacts were assessed and all (100%) were assessed at ninety points or more.

Use of Results:

The quality of the essays strongly suggest that we should keep assigning this book and keep the embedded essay because it emphatically accomplishes the desired learning outcome. We attribute the strong positive results to the requirement of multiple drafts of the essays be submitted, and to the fact that reading assignments hold students' interest.

2. Measurement Used to Assess Learning Outcomes/Program Outputs:

History 2303 is the capstone course and culminating writing experience for history majors at Oklahoma City Community College. Students who successfully complete HIST 2303 are prepared to write historical research papers at the three and four thousand levels. Sample artifact topics included "The Civil Rights Struggle," "Thomas Paine and the American Revolution," "The United States, Japan, and Pearl Harbor," "Truman's Use of the Bomb," and "The Shakers."

Number of students being assessed: 8

Criteria for Success:

Artifacts in the form of historical research papers submitted in HIST 2303 Historical Research, Methods and Writing were used to assess Outcome 3.

Research papers were deemed successful if the artifact scored seventy-five points on a one-hundred-point rubric.

Rubric Scoring Criteria:

- 1) Topic content 0-30 points
- 2) Organization 0-20 points
- 3) Use of sources 0-20 points
- 4) Correct use of conventions 0-15 points
- 5) Followed instructions 0-15 points

Summary of Assessment Data Collected:

Thirteen percent (n = 1) of the artifacts were assessed at ninety points or more, sixty-two percent (n= 5) of the artifacts were assessed at a score between eighty and ninety points, twelve and one-half percent scored between seventy and eighty percent (n = 1) and one paper scored below the success rate of seventy-five percent (n = 1). The main areas of concern as shown by the data were insufficient attention to the use of conventions and more attention to the use of primary sources.

Use of Results:

Results suggest a need to stress the proper use of conventions and more attention to bibliography and proper citing of references. This is useful for the Great American Biography course 2213 being offered in the Fall 2012 semester.

Student Learning Outcomes Reflections

1. What actions associated with assessment activities or initiatives (such as professional development opportunities, academic policy recommendations, curricular changes, or resource allocations) are needed for your program to improve student learning? List specific changes you will make to improve student learning if your suggestions or request is acted upon.

One of the main resource allocations that can be made to improve student learning is the procurement of additional collaborative learning classrooms. The main issue with essays was: lack of an explicit thesis statement. Additional focus on writing with regard to social institutions may be warranted as well.

2. How will you communicate the importance of these changes in your program to:

A. Faculty

Areas for improvement such as social institutions, bibliographic references and use of conventions will be discussed in history department meetings.

B. Students

Students enrolled in Great American Biographies for the Fall 2012 semester will receive more detailed instruction on writing citations and the use of conventions.

C. Others

Many people would automatically self-improve by simply buying coffee for, and hanging out with the history faculty.

FY13

Learning Outcomes/Program Outputs:

Student Learning Outcome being assessed.

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. History 2213 Great American Biographies was used to assess this outcome. Biographies required students to describe international events, developments in the United States, and in the states as a major portion for their biographies.

1. Measurement used for Assessment of Learning Outcomes/Program Outputs:

Length of paper

Score_____ Paper is fifteen pages with a minimum of ten pages of text. Five pages may be stand alone pieces. Font twelve and one inch margins all around. (15 points) Paper has less than ten pages of text and/or font and/or margins are incorrect.

(5 points)

Citations follow Chicago Manual of Style.

Score_____ Footnotes/endnotes and bibliography follow Chicago Manual of Style.

(10 points) Footnotes/endnotes and bibliography do not conform to Chicago Manual of Style. (0 points)

Paper incorporates elements of world, national, state and/or local events as part of the biography.

Score_____ Paper includes elements from all four. (25 points)

Paper includes three of the four elements. (20 points)

Paper refers to only two of the four elements. (10 points)

Paper makes no effort to include any of the four elements. (0 points)

Neatly printed with correct spelling and grammar.

Score

Paper is neat with no spelling or grammatical errors. (15 points)

No more than three grammatical and/or spelling errors. (10 points)

Paper has four to six spelling and/or grammatical errors. (5 points)

Paper has more than six grammatical or spelling errors. (0

points)

Content (This part of the assessment is subjective)

Score

Well- written, holds interest of the reader, and creates a desire to know more. (35 points)

Well-written, sometimes stimulates interest of the reader. (30 points)

Informs the reader about a life but with rudimentary uninteresting facts. (20 points)

Obviously written as a required assignment and indicates little or no interest. (15 points)

Number of students being assessed: 15

Criteria for Success:

The History Department agreed last year that seventy (70 points out of 100) or seventy percent is used as the criteria for success.

Summary of Assessment Data Collected:

Assessment Team Members: Melinda Barr, Jeff Carlisle, John Ehrhardt Essays

Assessed: Great American Biographies 2213

Name of Biography Score

Treasures in Heaven 80

Loretta Burns 80

A Woman Called Grandma 80

The Character of a Good Max 85 "Dutch" Schultz 77

Diligence, Faith, and Sacrifice 95 Full Many a Flower 94

Phuong Nguyen 65 All About Mary Sue 65

Mar Sue Pryce 80 Robert C. Winton 75

Life, Love, and the Pursuit of Happiness 90

Not Just a Dot 95

Life, Love, and Forgiveness 84

A Treatise on Sorrow 78

100--0

90s--4

80s--6

70s--3

60s--2

Use of Results:

We learned that the history department needs to continue to work toward helping students to understand the importance of proper citation methods in papers. We further agreed that the use

of term papers is very useful in helping our majors develop the skills they need at the upper division level of history. We also believe that writing papers aids students in their other academic courses.

Measurement used for Assessment of Learning Outcomes/Program Outputs:

Outcome 2: Program majors write papers in History 2203 The American Indian to understand the development and interaction of cultures.

Number of students being assessed: 12

Criteria for Success:

The history department deems a score of seventy (70) out of a possible one hundred using a rubric is deemed adequate. The rubric used: Paper shows knowledge of the topic 50 points; Writing style held interest of the reader; Paper met the minimum four-page requirement 10 points; Paper was relatively free of spelling and grammatical errors 20 points; Paper included a bibliography with at least five sources 10 points.

Summary of Assessment Data Collected:

Monday, September 16, 2013 Outcomes Assessment Meeting 3:30 pm

Assessment Team Members: Melinda Barr, Leslie Jones, Ray McCullar Essays
Assessed: History 2203 The American Indian

Name of Paper/Rubric Score

Tribal Dances of the Natives
85 King Philip's War 74

Reflections on Worcester vs. Georgia Decision
100 Little Big Horn 73

The Native American Sun Dance
83 Puyullup Tribe of Indians 83
Pocahontas Research Paper 95
American Indians in World War II
86 Navajo Code Talker 90

Black Hawk and the Black Hawk War 55
Tisquantum "Squanto" 90

Wounded Knee Massacre 78

100s_1

90s_3

80s_4

70s_3

60s_0

50s_1

Use of Results:

One of the things we have learned from assessing the papers for 2013-2014 is that a standardized rubric for assessment of artifacts is needed. The history department will develop a

standardized rubric used to assess all papers for next year. While we agree that individual instructors should continue to develop and use rubrics for grading. For assessment purposes we need a standardized rubric.

Measurement Used to Assess Learning Outcomes/Program Outputs:

History 2303 is the capstone course and culminating writing experience for history majors at Oklahoma City Community College. Students who successfully complete history 2303 are prepared to write junior and senior level historical research papers. Students who successfully completed History 2303 research papers in the Spring 2013 semester wrote papers on: Prisoners in Auschwitz, The assassination of an assassin, The Confederate Army at Gettysburg,

Number of students being assessed: 8

Criteria for Success:

Criteria Score

Correct Use of conventions* 0-15 points

Followed Instructions** 0-15 points

Use of sources*** 0-20 points Topic Content

0-30 points Organization

0-20 points

**Chicago Manual of Style, or Turabian's*

**Includes paper length requirement and submission by deadline

***Both number and type, as assigned by the instructor

Summary of Assessment Data Collected:

Name of Paper

From the Shadows: How World War II gave rise to the GLBT Community

-87

The Price of Pride -95

Early Pacific Carriers -87

Struggle for Scottish Independence -99

Japanese Unit 731 -82

Disease in the Life of a Prisoner at Auschwitz -92

The Assassination of an Assassin -88

The Confederate Army and Gettysburg -85

100-0

90s-3

80s-5

70s-0

60s-0

Use of Results:

The results of the assessment for History 2303 indicate that faculty teaching that course are doing an exemplary job in instructing students in the writing of historical papers. These papers were typically twenty pages or more in length and were happily free, for the most part, of spelling, typographical, and grammatical errors. This indicates that the papers were carefully read and corrected in draft form by the instructor, and that the instructor was successful impressing upon students the importance of editing their own work. These papers clearly demonstrate that the professors teaching the capstone course are doing a very good job.

Student Learning Outcomes Reflections

1. What actions associated with assessment activities or initiatives (such as professional development opportunities, academic policy recommendations, curricular changes, or resource allocations) are needed for your program to improve student learning? List specific changes you will make to improve student learning if your suggestions or request is acted upon.

We are currently in the process of completing the work for a "meaningful course" revision of online United States history 1493. The same process might be warranted for United States history 1483. If this is undertaken through a development grant we need the full time people teaching the course, and hopefully one of the adjuncts, participating. It is believed that this revision should be two semester process. The allocation of money need not be more but a good revision involves more than one semester. It is believed that collaborative learning in general education history classes contributes to increased success and retention. MORE COLLABORATIVE LEARNING CLASS ROOMS are needed in the Social Sciences Division and wall maps are necessary.

2. How will you communicate the importance of these changes in your program to:

A. Faculty

We will discuss the needs of the General Education history courses in department meetings. Department meetings this Fall semester will discuss textbooks, the need for maps in all classrooms in which history is taught, the need for more collaborative classrooms set up like 1H2, a standard rubric for assessment of historical papers, and how the data we are collecting will assist in the writing of the next history program review.

B. Students

Annual graduate surveys are sent to history majors. The three questions we ask history graduates are: Do you feel that the history classes you took at OCCC helped you to succeed at a multi- purpose college or university? Would you recommend OCCC classes to a friend? Do you believe that the history classes you took at OCCC helped you in your life after college? Five of sixteen graduates answered these three questions on the 2012 survey and all five answered in the affirmative to all three questions.

C. Others

The history department worked with the English department through the Learning Communities and the newly developed website on the importance of writing. Helping everyone to develop a sense of history is one goal that the history department always seeks to promote. We hope that through the writing exercises that we can help students enrolled in the general education history courses develop a sense of the importance of historical knowledge.

FY14

Learning Outcomes/Program Outputs:

Student Learning Outcome being assessed.

Outcome 2. Program majors will analyze the development of world civilizations, including events, trends and movements, effects of ethnicity, race, social class, religion, and gender. History 1723 World Civilizations Since 1600 A.D. (CE) (Assignment: "After reading Achebe's Things Fall Apart", address in a 5-page essay the following: 1) Describe the traditional social, economic, and cultural characteristics of Okonkwo's people; 2) What impact did British colonial policies have on Okonkwo's village and the lives of its inhabitants? and 3) What does this book suggest about the broader nature and intentions of British colonialism in Africa?

Measurement used for Assessment of Learning Outcomes/Program Outputs:

The previously established metric is assessment scores determined by a rubric written by the

assessment panel. However, copies of assessment artifacts were not made, therefore a rubric was not used. (This was the fault of the History Department Chair who neglected to remind instructors to make copies for assessment.) Consequently, grades provided by the instructor were utilized. The criteria used by the instructor for grading was:

1) "Your essay must have an introduction, a main body, and a conclusion. In the introduction, you must briefly present your arguments with specific evidence from the novel. In the conclusion, which should be only 3-4 sentences, you must summarize your arguments."

2) "In your essay you must use complete sentences, proper grammar, and correct punctuation, as well demonstrate college-level reasoning and organization. Use double spacing, 12-point type, in Times New Roman or Courier New font and standard 1-inch margins."

3) "The essay is worth 100 points (25% of course grade)."

Number of students being assessed: 17

Criteria for Success:

Seventy-five points out of one hundred using assigned points on the rubric was deemed adequate.

Summary of Assessment Data Collected:

The professor's grades were fourteen essays that were graded as 75% or better and three that were graded below 75%. Six of the essays were graded as 80% or higher, and five of the essays were 90% or higher. Only one student did not complete the essay and all students were graded as 70% or above. While these papers were not assessed by the assessment committee, the grades earned indicate a high level of student success in the course. This is not assessment at the standard we have utilized for the past three years, but unfortunately it is all we can provide. I am recommending that instructors ask students to submit papers electronically, so this unfortunate experience will not repeat.

Use of Results:

Using the grades assigned by a competent instructor is useful but does not take the place of assessment. We are using the experience to remind history faculty of the importance of making sure that papers are copied so that proper assessment can take place. Requiring students to submit papers electronically will eliminate the problem.

1. Measurement used for Assessment of Learning Outcomes/Program Outputs:

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. History 2253 World History Latin America was supposed to be used to assess this outcome for the Fall 2014 semester. The Professor assigned the paper, the papers were graded, handed back. No copies were made for assessment purposes. The chair of the History Department neglected to remind the professor that copies needed to be made. However, three copies were retrieved from students. "Center of Conflict: The history of Cuba," "The history of Belize," and "The History of Guatemala." Next year papers from History 2103 Oklahoma History and History 2213 Great American Biographies will be assessed.

Number of students being assessed: 3

Criteria for Success:

A score of seventy-five on a one-hundred-point rubric is deemed adequate. Rubric Requirement:

1. Paper shows knowledge of topic 50 points
2. Writing style holds interest of the reader 10

points

3. Paper met minimum page requirement 10 points
4. Paper was relatively free of spelling and grammatical errors 20 points
5. Paper included a bibliography with at least five sources and followed the Chicago Manual of Style. 10 points

Summary of Assessment Data Collected:

The History of Belize assessed as 90 of 100 points on the rubric

The History of Cuba assessed as 95 of 100 points on the rubric

The History of Guatemala assessed as 95 of 100 points on the rubric

Use of Results:

Results suggest that the writing of term papers at the sophomore level for history majors is a necessary preparatory activity, especially because most history majors go on to the four-year college or university for additional work.

2. Measurement Used to Assess Learning Outcomes/Program Outputs:

History 2303 is the capstone course and culminating writing experience for history majors at Oklahoma City Community College. Students who successfully complete history 2303 are prepared to write junior and senior level historical research papers. Students who successfully completed history 2303 in the Spring 2014 wrote papers on Chicago's Settlement House Movement," "Title IX: Progress for Women," "How Soldiers Passed Time Between Battles," "Sword, Hammer, and Sickle: The Eastern Front in the Great War," "Japan's Acceptance of Unconditional Surrender," "Manifest Destiny: America's Quest to Govern the Land," Trench Warfare and the Role of the Media in the Great War," "Albert Pike and the Mystery of the Free Masons," "World War I's Deadliest Aces: The Red Baron and Company," "The Debate Over Women's Place," and "Women Sojourn: Women's Struggle for Equality."

Number of students being assessed:11

Criteria for Success:

Research papers were deemed successful if the paper scored seventy-five on a one-hundred-point rubric. The rubric used was: 1) Paper shows knowledge of topic (50), 2) Writing style holds the interest of the reader (10), 3) Paper met the minimum page requirement (10), 4) Paper relatively free of spelling and grammatical errors 5) Paper included a bibliography with at least five sources and followed the Chicago Manual of Style.

Summary of Assessment Data Collected:

- "Failure of Chicago's Settlement House Movement" assessed as 99 of 100 on a rubric
- "Title IX: Progress for Women" was assessed as 90 on a rubric of 100
- "Battling Boredom and Coping with Chaos: How Soldiers Passed Time Between Battles" assessed as 100 on a rubric of 100
- "Sword, Hammer and Sickle: The Eastern Front in the Great War" assessed as 100 on a rubric of 100
- "Japan's Acceptance of Unconditional Surrender" assessed as 98 on a rubric scale of 100
- "Manifest Destiny: America's Quest to Govern the Land" assessed as 95 on a rubric scale

of 100

- "Trench Warfare and the Role of the Media in the Great War" assessed as 100 on a rubric scale of 100
- "Albert Pike and the Mystery of the Free Masons" assessed as 94 on a rubric scale of 100
- "World War I's Deadliest Aces: The Red Baron and Company" assessed as 98 on a rubric scale of 100
- "The Debate over Women's Place" assessed as 100 on a rubric scale of 100
- "Women Sojourn: Their Political Struggle for Equality" assessed as 80 on a rubric scale of 100

Use of Results:

The research papers in History 2303 demonstrate that the instructors in this course are doing a really good job in directing the research and writing of our history majors. The papers are well written, follow the Chicago Manual of Style and display a good amount of creative thinking in the selection of topics. The history faculty will continue to emphasize and help students complete papers that are historically accurate, interesting to read and well documented as to sources. The history faculty is also considering doing away with History 2303 and instead requiring all 2000 level history courses to require a paper using the Chicago Manual of Style. No decision on this has as yet been made.

Student Learning Outcomes Reflections

1. What actions associated with assessment activities or initiatives (such as professional development opportunities, academic policy recommendations, curricular changes, or resource allocations) are needed for your program to improve student learning? List specific changes you will make to improve student learning if your suggestions or request is acted upon.

One of the main resource allocations that can be made to improve student learning is the procurement of additional collaborative learning classrooms set up like 1H2 in the Social Sciences building. Meaningful course revisions have been completed for U.S. History 1493 online sections and the completion rates for 1483 have dramatically increased.

2. **How will you communicate the importance of these changes in your program to:**

A. Faculty

Areas for improvement such as social institutions, bibliographic references and use of conventions will be discussed in history department meetings. Confusion resulted in the mind of the history department chair which spilled over to others attempting to know what exactly the standard for success was. Therefore, the history department is adopting seventy-five as the standard for assessment success in the 2014 measure for the history program Outcomes Assessment Plan.

B. Students

Students enrolled in Great American Biographies for the Fall 2014 semester will receive more detailed instruction on writing citations and the use of conventions.

C. Others

The development and use of a standardized rubric for assessment of history papers is being developed by the history department. The development of such a rubric will aid others who wish to know how papers were assessed and how different aspects of the paper were weighted.

FY 15

Learning Outcomes/Program Outputs:

Student Learning Outcome being assessed.

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 territorial growth. Papers from History 2213 Great American Biographies and History 2103 Oklahoma History are assessed for this outcome for the 2015-2016 report.

1. Measurement used for Assessment of Learning Outcomes/Program Outputs:

A rubric of one hundred points agreed upon by the history department faculty is used for assessment purposes.

Number of students being assessed: 36

Criteria for Success:

A score of seventy-five on a one-hundred-point rubric is deemed adequate. Rubric requirement:

- | | |
|--|-----------|
| 1. Paper shows knowledge of topic | 50 points |
| 2. Writing style holds interest of reader | 10 points |
| 3. Paper met minimum page requirements | 10 points |
| 4. Paper was relatively free of spelling and grammatical errors | 20 points |
| 5. Paper included bibliography of at least five sources and followed the Chicago or Turabian Manual of Style | 10 points |

Summary of Assessment Data Collected:

The Life of Walter Eugene Martin	88
A Strong Woman, My Mother	92
David Pockrus	76
The Life of Angelo Gisutino "Joseph" Notti	71
Biography of William Rasbold	95
Lewis Irvin Lindstrom	72
Winning the Battle: The Story of Joetta Rappe	86
Smith Paul and the Beginnings of Pauls Valley Oklahoma	84
Life of the Southern Plains Indian Tribe: The Comanches	87
Black Kettle	95
The Famous Will Rogers	85
Trail of Tears: Cherokee Tribe	86
Governor Brad Henry	87
The History of Oklahoma Football	97
Country Singers of Oklahoma	84
Mickey Mantle: A Baseball Legend	92
Seminoles of Oklahoma	86
J.J. Cale	59
The True Tale of Isaac "Ike" Black	86
French Capitalization in Oklahoma	86
How the State Capitol Seal was "Stolen" from Guthrie	80
Natural Disaster	86
Jim Thorpe: The Full Story	76
Camp Scott	83
Slavery in Indian Territory	89
The Difference between the Cultures of the Five Civilized Tribes	76
Kiowa Apache Indians	83

Frank B. "Pistol Pete" Eaton	90
Dust Bowl	79
Entertainment Pioneer and Oklahoma Legend	92
The Fateful Day in Oklahoma	75
Biography of David Lyle Boren	86
The Life and Death of Karen Silkwood	98
You're Doing Fine Oklahoma	86
I Shall Feel Pain: History of the Ponca Removal, and The Trial of Their Chief	99
The Promised Land is Settled in The Oklahoma Prairie	91

Use of Results:

Results indicate that the writing of sophomore research papers is a valuable preparatory activity for those transferring to senior institutions and a valuable learning exercise in work force development for those entering jobs that require research and writing skills which may include but is not limited to Human Resources employment, government service, and legal work.

2. Measurement used for Assessment of Learning Outcomes/Program Outputs:

Outcome 2: Program majors will analyze the development of world civilizations, including events, trends and movements, effects of ethnicity, race, social class, religion, and gender. History 1723 World Civilizations Since 1600 A.D. (CE) After reading Achebe's Things Fall Apart, address in a five page essay address 1)traditional social, economic, and cultural characteristics of Okonkwo's people 2) impact of British colonial policies of the lives and village life of the African people 3) the nature and intentions of British colonial policy in Africa.

Number of students being assessed: 20

Criteria for Success:

The essay must address the three components listed above, with evidence to support arguments, and be organized with an introduction, body, and conclusion. The use of complete sentences, proper grammar, punctuation, with college-level reasoning. Essays that follow this criteria are assessed at 75 or above, while those that do not are assessed at below 75. The essay must be judged adequate by all those assessing the essay in order to be assessed as adequate.

Summary of Assessment Data Collected:

Use of

Essay # 1	(94)
Essay # 2	(83)
Essay # 3	(94)
Essay # 4	(91)
Essay # 5	(83)
Essay # 6 Too brief, did not fully explain questions 2 and 3	(71)
Essay # 7 Did not meet requirements/did not answer questions	(63)
Essay # 8	(92)
Essay # 9	(83)
Essay # 10	(88)
Essay # 11 disorganized, poorly written, run-ons, incomplete sentences	(75)
Essay # 12 different book, too brief and general	(0)
Essay # 13	(93)
Essay # 14	(90)
Essay # 15	(96)
Essay # 16	(97)
Essay # 17	(93)
Essay # 18	(94)
Essay # 19	(85)
Essay # 20	(95)

These scores are the average of the scores of those assessing the essay

Use of Results:

These are, with a couple of exceptions, really good essays. The Oklahoma State Regents for Higher Education are demanding more writing, especially in online courses and students in World History II seem to really enjoy responding to the novel Things Fall Apart. Writing is fundamental for history majors, therefore the use of materials that draw out the analytical and writing skills of our students is crucial to the program. These papers were assessed by three full time history professors and the average of the scores were given.

3. Measurement Used to Assess Learning Outcomes/Program Outputs:

Outcome 3. History 2303 Historical Research, Methods, and Writing is the capstone course for history majors. The course teaches history majors how to do research using primary and secondary sources. Students learn to analyze evidence, organize ideas, draw conclusions, and present findings both orally and in writing. Students use conventions as presented in the Chicago Manual of Style or Turabian.

Number of students being assessed: 14

Criteria for Success:

The paper must score 75 on a 100 point rubric.

Rubric requirements:

Knowledge of the topic	50 points
Style holds reader interest	10 points
Relatively free of spelling and grammatical	20 points
Met minimum page requirement	10 points
Bibliography of five sources following conventions	10 points

Summary of Assessment Data Collected:

The Evolution of Martin Luther's Theology	97
Playing the Hand They Were Dealt	75
The Life and Death of Ernesto 'Che' Guevara	83
A Slave Poet with Free Words	85
From Dual School Districts: The Integration of Capitol Hill High School	86
A Defining Moment: The Battle in the la Drang Valley	84
Men's Role in the Women's Rights Movement of the 1800s	87
The Women Air force Service Pilots and their Battle for Equality	71
A Look at the Impact of the Haymarket Riots	87
Communist Necromancy: The Preserved Red Gods Phenomenon	83
The Life of Sacagawea	78
A Brief Look at Why African American Fear the Doctor	76
Henry Ford's Detroit Assembly Line that Revolutionized Industry	67
The Battle of Washita	71

Use of Results:

The capstone papers give the history faculty a reasonable measure of how well we are teaching research, writing, and presentation skills. Many of the history majors move on to senior institutions to complete advanced degrees and we pride ourselves on sending them on with the skills they need to succeed in upper division history degree programs. The skills obtained by our majors at the Associate Degree level are also useful in our push to equip students for the work force. The capstone course teaches research techniques, helps students analyze and organize, as well as present their findings. These are essential skills for those seeking to enter the work force immediately upon graduation.

Student Learning Outcomes Reflections

1. What actions associated with assessment activities or initiatives (such as professional development opportunities, academic policy recommendations, curricular changes, or resource allocations) are needed for your program to improve student learning? List specific changes you will make to improve student learning if your suggestions or request is acted upon.

Assessment of writing assignments is a valuable part of the history program. The CEP meeting of 2015 emphasized that OSHRHE is demanding more writing assignments in courses. To that end the papers that the history department will assess next year are from History 2303, History 1723, History 2203.

2. How will you communicate the importance of these changes in your program to:

- A. Faculty

History faculty concur on the importance of writing assignments and this will be one point of emphasis in the "meaningful course revision" exercise of 2016. We identify specific courses and alert faculty to which courses will be assessed.

- B. Students

History majors in the capstone History 2303 are taught the importance of writing. Catherine Drinker Bowen's question, "Will the reader turn the page," is reiterated throughout the research class.

- C. Others

Ms. Dana Tuley-Williams, who is the Social Sciences librarian demonstrates the utilization of JStor and Google Search and is asking students in the History 2303 class to assess the value of such software as RefMe in finding sources and citing them according to the Chicago and Turabian.

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.

- Human Heritage, Culture, and Institutions
- Public Speaking
- Writing
- Mathematical Methods
- Critical Thinking

Strategy:

The General Education Committee will create five 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 35 hours of General Education Courses from OCCC. Reports, recommendations, and actions created from the General Education Assessment Process will be stored on the General Education Committee Website.

General Education Assessment Plan

Objective:

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

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.

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 artifacts already designed and administered by our professional faculty at OCCC.

Data Collection:

The Office of Institutional Effectiveness will identify each semester students completing at least 35 credit hours in General Education Courses.

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. All programs (terminal or transfer) to be evaluated contain at least 18 general education hours within the curriculum. OCCC has five general education learning outcomes that we expect all of our students to be proficient in upon graduation, they are: human heritage, culture, and institutions; writing; public speaking; mathematical methods; and critical thinking. Provide evidence that shows your participation in submission of artifacts, what types of artifacts are being submitted, and how you have used the general education assessment data to inform curricular refinement and to achieve these general education outcomes in your students in your program.

Individuals in the history department submit General Education artifacts as appropriate. Few students in gateway courses typically meet the thirty-five credit hour requirement. Artifacts are usually submitted for history classes at the 2000 level. Additionally, history faculty volunteer to read Gen Ed artifacts. Professor Leslie Jones allowed IT to video her class history debates for Public Speaking in the Spring 2016 semester. Ray McCullar volunteered artifacts from History 2303 and History 2213. Jeff Carlisle volunteered artifacts from History 2203

The data obtained from Gen Ed assessment is used to refine writing requirements in 2000 level classes and to improve pedagogy in gateway classes.

In HIST 1483 and HIST 1493: Students complete weekly essay quizzes and the Mid-Term and Final Exams are essay. Students are required to engage in a group debate project, presenting their research and argument to the rest of the class. These activities satisfy the Writing, Critical Thinking, Public Speaking, Human Heritage, Culture, and Institutions requirements of the Gen. Ed. Core. Spring, 2016 HIST 1483 and HIST 1493 classes were videoed by the IT department and the videos were submitted as artifacts for Public Speaking.

In some sections students have an optional essay to answer the question, "What made Abner

Snopes the kind of man he was?" This essay is based on viewing Faulkner's *Barn Burning* and is meant to address human heritage, critical thinking and writing components. In some sections of History 1493 a required assignment is: Read primary documents, "Franklin D. Roosevelt on the Four Freedoms and concentrate your thoughts on "freedom from want"---and then read F.A. Hayek, *The Road to Serfdom*. Write in your own words the way Franklin D. Roosevelt defined freedom from want and then tell in your own words how F.A. Hayek defined freedom. Once you have demonstrated that you understand how the two defined freedom you should then tell with whom you agree and why. *This is meant to assess both writing and critical thinking.*

HIST 1613 - students study the development of the Western civilization from its birth in the Greco-Roman and Judeo-Christian traditions through the Renaissance/Reformation Era. In addition to writing on the midterm and final examinations, student write a five-page analytical essay comparing the political theories of Cicero and Machiavelli, both of whom helped shaped the political culture of the modern Western liberal democracies.

HIST 1623 - students study the evolution of Western civilization from the emergence of modern states in Europe in the 17th c. C.E. to the present. In addition to writing on the midterm and final examinations, students write a five-page essay on Ivan Turgenev's novel *Fathers and Sons*. The assignment requires reflection on how various ideologies trending in the mid-19th c. shape the attitudes and actions of Turgenev's characters in the novel.

HIST 1713 - students study the emergence and development of major civilizations in Asia, Africa, the Americas, and Europe from the earliest times to 1600 C.E. Students are required to complete two analytical essays. The first revolves around readings in Plutarch's *Lives*, requiring students to identify factors that contributed to the fall of the Roman Republic and the emergence of the Empire, and to judge Plutarch's agenda in writing his biographical sketches. In the second, students analyze how Ibn Battutah's cultural origins influenced his views on foreign peoples, as evidenced in his famed travel narrative, giving students insight into how we all view the world through our cultural lenses.

HIST 1723 - students study the evolution of major civilizations in Asia, Africa, the Americas, and Europe from 1600 C.E. to the present. Students are required to complete two analytical essays. In the first, students use Achebe's renowned novel *Things Fall Apart* as an avenue for exploring the many effects of European 19th-c. colonial expansion on non-European peoples. In the second, students use Remarque's famed novel *All Quiet on the Western Front* as a tool to explore the impact of modern technology and bureaucracy on humanity, particularly through the changing conduct of warfare.

HIST 2013 - students study Russian history from the emergence of Russia in the 9th c. C.E. to the present. In addition to writing on the midterm and final exams, students write two analytical essays. The first uses Gogol's comedic play *The Inspector General* to explore the problems of under-governance and corruption in the pre-Reform Russian Empire. In the second, they examine the techniques of Stalinist political repression through Solzhenitsyn's *One Day in the Life of Ivan Denisovich*.

HIST 2103 (online): Students complete multiple essays on various topics after completing research; they are also required to engage in several class discussions, present their viewpoint and understanding of the material, and defend their conclusions; students must also complete an 8th grade exam given to Oklahoma students in the early 1900s and then engage in a class discussion, comparing the time periods and education requirements of then and now. These activities satisfy the Writing, Critical Thinking, Public Speaking, Human Heritage, Culture, and Institutions requirements of the Gen. Ed. Core.

History 2103 (on Campus)

Students read 2-3 books on Oklahoma history topics (the books vary each semester) and have an in class discussion on the books. Past books have included Indian Justice, a view of a Cherokee Indian murder trial that delves into how the Cherokee tried to adapt to the American legal system, while still retaining their own sense of justice as well. Riot and Remembrance is a history of the Tulsa Race riots, which few students know about. Students also write a 5-7 page research paper on a topic of their choosing (as long as it is over some aspect of Oklahoma History). Weekly

quizzes over a short reader are also required. These activities are meant to satisfy the Writing, Critical Thinking, and Human Heritage, Culture and Institutions requirements of the Gen. Ed. Core.

HIST 2133: Students must engage in weekly online and in-class discussions, covering the reading materials. Students must lead two class discussions, engaging the class and directing the conversation. As their final project, students must give a presentation to the class, based on research completed on American female historical figure. These activities satisfy the Writing, Critical Thinking, Public Speaking, Human Heritage, Culture, and Institutions requirements of the Gen. Ed. Core.

History 2203: Students read two/three books that vary from semester to semester and have class discussions over them. Past books have included the *Jesuit Relations* (concerning French missionary activities among and relations with various Native American tribes in Northeastern North America), *Talking Back to Civilization: Indian Voices from the Progressive Era* (discussing how Indians adjusted to their new lives and defended their rights during the early twentieth century.) Students also write a 5-7 page research paper on a Native American topic of their choice and make a ten-fifteen minute presentation on it in class. These activities are meant to satisfy the Writing, Critical Thinking, Human Heritage, Culture and Institutions, and Public Speaking requirements of the Gen. Ed. Core.

History 2213 Great American Biographies: Great American biographies is a course that specifically focuses on human heritage and writing. Students not only read about significant historical figures from all walks of life but also write a fifteen page biography of a grandparent or ancestor. The first few pages of the biography addresses the world as it was at the time the grandparent or ancestor was young. Sources include newspapers, magazine articles, letters, diaries and any other source contemporary to the period. The students write a rough draft and then a finished biography.

History 2303 Historical Research, Methods, and Writing: Historical Research, Methods, and Writing is a capstone course that deliberately works toward the development of research methods, familiarity with historiography, accurate citations of sources, and writing for readability. Emphasis is placed on what the historian Barbara Tuchman called “corroborative detail,” which grounds the research in “historical reality” without losing the excitement of a “dramatic narrative.”

History 2353: Students have weekly quizzes over the textbook/reader. Two or three books are read and discussed in class. Discussion books vary by semester, but recent books have included Bartolome de Las Casas's *A Short account of the Destruction of the Indies*, discussing the Spanish Brutality among the natives in the Spanish colonial Empire, and *The Underdogs*, a novel of the Mexican Revolution. Students also pick a Latin American country to research and write a 5-7 page paper of the country and present a 10-15 minute presentation over the country to the class. These activities are meant to satisfy the Writing, Critical Thinking, Human Heritage, Culture and Institutions, and Public Speaking requirements of the Gen. Ed. Core.

b. The program values and supports effective teaching.

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.

Course and Faculty Evaluation

The Student Input on Instruction process is a means of gathering student perceptions of instruction at the college. The results are intended to be used by you and your dean in identifying ways to improve instruction.

Students will receive an email during the 6th and 7th week for the first 8- week classes and the 14th and 15th week for the second 8-week courses and 16-week courses. The email will include the information to evaluate each course. The window for replying to these surveys will be closed at the end of the designated weeks. Faculty will not have access to their SII results until after grades have been turned in.

c. The program creates effective learning environment.

The history program creates effective learning environments by offering online classes that have essentially the same learning components. Collaborative learning classes foster student discussions and cooperation by having them create group projects while providing for individual differences. Several classes require papers and/or presentations helping students develop writing skills, research methods, and experience in public speaking, often allowing students to delve into topics of personal interest to spark creativity. The program employs a large number of adjunct faculty with varying backgrounds and life experiences (see 5e.) giving students a wide variety of teaching and learning styles to choose from. In addition, syllabi for classes are downloaded on Moodle for easy student access and grades are kept on Moodle as well to give students continuous feedback concerning their progress and status throughout the semester.

d. The program's learning resources support student learning and effective teaching.

History Library Review

Fall 2016

Instruction and Reference

Reference librarians (5.5 FTE) provide instruction and reference assistance to students. Students should receive an introduction to the Library's resources as well as instruction on selecting and evaluating sources in the required *Success in College and Life* course. Additional instruction is provided to individual classes (for example, *Oklahoma History*), usually with a focus on appropriate resources for that discipline. The Social Sciences librarian works closely with students enrolled in the *Historical Research, Methods and Writing* course. Multiple library instruction sessions with an emphasis on primary and scholarly resources are conducted for this class and students also meet one-on-one with the Social Sciences librarian throughout the semester. The Social Sciences librarian created a special LibGuide for the history capstone, to supplement instruction.

Librarians are available at the Library Assistance Desk 50 hours per week. Students may contact librarians via email or the Library website for additional research help. Video tutorials and online LibGuides on the Library's website provide "just-in-time" research tips.

Print and Electronic Resources

The Social Sciences librarian selects and purchases history related materials. Items are evaluated for content and to ensure they are appropriate for community college students. Most purchases are based on reviews in *Choice*, *Booklist* and scholarly history journals. Recommendations by faculty are also encouraged. The collection is weeded periodically

to maintain currency. Ebooks are also purchased but have not yet been fully embraced by students. Students may also utilize *WorldCat* to locate monographs owned by other libraries which may be obtained via the Library's interlibrary loan service.

Course textbooks are available at the Library Circulation Desk for in-library use. Texts for the survey classes are heavily utilized, with several hundred checkouts per semester.

Print periodicals for history have mostly been eliminated in favor of electronic access. The *MasterFile Premier* and *Academic Search Premier* databases available via *EBSCOhost* are a substantial source of relevant mass market periodicals and full text, peer-reviewed scholarly history journals. A complete list of full-text history periodicals accessible via the Library's databases is available at <http://bit.ly/2d5jl2m>. Students seeking primary sources often utilize the Library's access to *Proquest Historical Newspapers* with full-text coverage going back to 1851.

Films on Demand, a collection of academic and scholarly videos, is utilized by faculty teaching online courses as well as in the on-campus classroom. Over 3,200 videos related to history are available.

The Library also strives to support the professional development of faculty. The circulating book collection (print and electronic) is updated with books on teaching, learning, technology in the classroom, and curriculum development. Additionally, in 2014 the Library added the *Education Source* database (available via *EBSCOhost*) to provide faculty access to periodical literature on teaching and andragogy.

In summary, the Library supports the History program and faculty comprehensively and well.

- e. The institution's curricular evaluation involves alumni, employers, and other external constituents who understand the relationship among the course of study, the currency of the curriculum, and the utility of the knowledge and skills gained.

OCCC has established specific curriculum patterns for transfer programs leading to the Associate in Arts (A.A.) or Associate in Science (A.S.) degrees. Describe program coordination efforts, partnerships and relationships with transfer institutions.

Professors John Ehrhardt and Leslie Jones have contacted both the University of Oklahoma and the University of Central Oklahoma determining what electives are desired for history majors and history education majors. These efforts make transferring to senior institutions seamless for our history graduates. In September of 2015, Professors Ray McCullar and Jeff Carlisle attended the Course Equivalency Meeting at the University of Central Oklahoma. 2+2 agreements in history, history education, and geography were completed in December 2015.

- f. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Upon meeting with professors and transfer advisors at UCO and OU, adjustments are made based on the changing curriculum of our transfer institutions.

The History department approached the Curriculum Committee to suggest changes to the history degree program based on meetings with the history program representatives of UCO and OU. Changes included adjustments to course sequencing, expansion of support courses, and expansion of the Social Sciences general education electives.

OCCC History majors planning to transfer and focus on Museum Studies requested information

about completing an internship at a museum within the metro for college credit while attending OCCC. The History department met with Ms. Sarah Dumas of the Oklahoma History Center (OHC) and created a partnership that is mutually agreeable and beneficial to OCCC, the OCCC History Department, OHC, and the students. We have had one student complete the program and have several others interested in participating.

3. Minimum Productivity Indicators

The following are considered to be the minimum standards for degree program productivity (averaged over five years). Programs not meeting these standards may be identified for early review as low producing programs. Institutions will be notified of programs not meeting either one of the two standards listed below and other quantifiable measures in this section.

- a. Number of degrees conferred (averaged over five years, minimum standard: AA/AS/AAS 5)

The number of History degrees conferred per year are:

FY 2012=17

FY 2013=12

FY 2014=11

FY 2015=12

FY 2016=11

OCCC Five Year average of History degrees conferred=12.6 which is 7.6 above the minimum standard of 5.

- b. Number of majors enrolled (averaged over five years, minimum standard: AA/AS-25 AAS-17)

The number of students majoring in History per year are

FY 2012=202

FY 2013=184

FY 2014=177

FY 2015=242

FY 2016=236

OCCC Five Year average of history majors is 208 which is 183 higher than the minimum standard of 25.

4. Successful Course Completion

- a. Report the successful completion rates of all major courses in the program.

Successful Completion Rates for the following History courses are:

Hist 1003

FY 2012=63.2%

FY 2013-1016=N/A

Enrollments=12

Enrollments=N/A

Hist 1123

FY 2012=69%

FY 2013=92.9%

FY 2014=100%

FY 2015-2016=N/A

Enrollments=29

Enrollments=13

Enrollments=10

Enrollments=N/A

Hist 1613

FY 2012=62.3%

FY 2013=51.5%

FY 2014=62.6%

FY 2015=75.5%

FY 2016=67.4%

Enrollments=91

Enrollments=68

Enrollments=62

Enrollments=74

Enrollments=64

Hist 1623

FY 2012=66%

FY 2013=60.6%

FY 2014=74.5%

Enrollments=105

Enrollments=80

Enrollments=76

FY 2015=77.5%	Enrollments=86
FY 2016=77.2%	Enrollments=78
Hist 1713	
FY 2012=86.7%	Enrollments=13
FY 2013=62.5%	Enrollments=10
FY 2014=96.2%	Enrollments=25
FY 2015=65.2%	Enrollments=15
FY 2016=68%	Enrollments=17
Hist 1723	
FY 2012=94.4%	Enrollments=17
FY 2013=75%	Enrollments=18
FY 2014=81%	Enrollments=17
FY 2015=88.5%	Enrollments=23
FY 2016=87.5%	Enrollments=14
Hist 2013	
FY 2012=N/A	Enrollments=N/A
FY 2013=66.7%	Enrollments=10
FY 2014=72.7%	Enrollments=8
FY 2015=N/A	Enrollments=N/A
FY 2016=46.7%	Enrollments=7
Hist 2103	
FY 2012=90%	Enrollments=9
FY 2013-2014=N/A	Enrollments=N/A
FY 2015=68.3%	Enrollments=28
FY 2016=64.3%	Enrollments=36
Hist 2133	
FY 2012=60.9%	Enrollments=14
FY 2013=31.8%	Enrollments=14
FY 2014=52%	Enrollments=13
FY 2015=62.5%	Enrollments=10
FY 2016=55.6%	Enrollments=5
Hist 2203	
FY 2012=64.5%	Enrollments=40
FY 2013=79.6%	Enrollments=39
FY 2014=69.6%	Enrollments=16
FY 2015=86.7%	Enrollments=26
FY 2016=71%	Enrollments=22
Hist 2213	
FY 2012=N/A	Enrollments=N/A
FY 2013=85%	Enrollments=17
FY 2014=100%	Enrollments=2
FY 2015=100%	Enrollments=8
FY 2016=80%	Enrollments=12
Hist 2303	
FY 2012=62.5%	Enrollments=15
FY 2013=65.2%	Enrollments=15
FY 2014=68.8%	Enrollments=11
FY 2015=82.4%	Enrollments=14
FY 2016=90.9%	Enrollments=20

Hist 2343 (no longer offered)

FY 2012=63.2%

FY 2013-2016=N/A

Enrollments=12

Enrollments=N/A

Hist 2353

FY 2012=77.8%

FY 2013=N/A

FY 2014=91.7%

FY 2015-2016=N/A

Enrollments=7

Enrollments=N/A

Enrollments=11

Enrollments=N/A

b. Report the successful completion rates of all general education courses in the program.

Successful Completion Rates for the following courses are:

Hist 1483

FY 2012=51.9%

FY 2013=62%

FY 2014=67.6%

FY 2015=66%

FY 2016=67.2%

Hist 1493

FY 2012=66.9%

FY 2013=71.1%

FY 2014=72.5%

FY 2015=73.5%

FY 2016=73.7%

c. Describe program student success initiatives.

Master courses -- The logic is that standardization increases successful course completion rates in gateway courses. In summer 2016, the History Department began using standardized master courses for online sections of HIST 1483/1493.

The History Department is currently going through Title III History 1483 Course redesign to clarify course objectives and to improve assessment of student learning as well as increase student success in this gateway course.

Transfer initiatives -- Articulation agreements make transfer more efficient and more secure for our students. The History Department established articulation agreements with the University of Central Oklahoma (UCO) for our majors who wish to major in History, History Education, or History/Museums Emphasis at UCO. In spring 2016, representatives from the UCO Department of History attended sessions on the OCCC campus to meet with interested students. The Department also entered into discussions with the Rainbolt College of Education at the University of Oklahoma (OU) on a possible articulation agreement for OU's Social Studies Education program. However, an agreement with the OU College of Education has not yet been reached.

Internship -- The History Department established a partnership with the Oklahoma History Center for our majors to complete internships at the Center. This internship will prepare participating students for future university study and/or employment in public history.

HIST 2303 capstone course -- The History Department has maintained the HIST 2303 Research, Writing, and Methods capstone course in the belief that it provides vital skills in research and writing, skills that our graduates will use as university students and professionals. The length of the required research paper was reduced from twenty to fifteen pages, in order to make the requirement more

appropriate for the sophomore level. Both OU and UCO count our HIST 2303 course as equivalent to their sophomore-level research courses.

d. Describe results from success initiatives and future plans to increase student success based on success initiative results.

Master courses -- The existing HIST 1483 online master course will undergo further revision in the Title III Course Redesign process in the 2016-17 academic year. The existing HIST 1493 online master course will undergo further revision by a departmental committee in the 2016-17 academic year. There is insufficient data on completion rates to make a determination of the effect of the standardization of the online History 1483/1493 classes. Completion rates for History 1483 in summer 2015 (before standardization) was 87% while completion rates in summer of 2016 (after standardization) was 77.8%. (The 87 % completion rate in 2015 was an anomaly and the 77.8% is comparable to success rates in summer 2013 (79.8%) and 2014 (78.7%)). Completion rates for History 1493 in summer 2015 (before standardization) was 85.2% while completion rates in summer 2016 (after standardization) were 86.2%. Once again there is insufficient information/data to draw any conclusions about the effect of standardization on completion rates.

Transfer initiatives -- Transfer to UCO is now simpler for our History majors. We intend to continue working toward an articulation agreement with the OU College of Education for Social Studies Education. We will also reach out to the OU History Department (College of Arts and Sciences) to gauge their interest in an agreement.

Internship - One student, Jacqueline Smiley, completed the Internship Program and has moved to Portland, Oregon where she plans to work for a small history museum while finishing a Ph.D in history and museum studies. Ms. Smiley provided the benchmark against which future Interns will be assessed. One student is involved in the interview process at this time.

Capstone course -- Melinda Barr has spoken with 2303 students who have gone on to complete their history degrees at the University of Oklahoma. Each time the students have expressed gratitude for the capstone 2303 experience. Both students with whom she has spoken directly have expressed the opinion that they were prepared for anything that was asked of them in 3000 and 4000 level classes, and that they were more prepared in the areas of research, writing, citation and annotated bibliography than their peers.

5. Other Quantitative Measures

- a. The number of courses taught exclusively for the major program for each of the last five years and the size of classes for each program level listed below:

1000 Level Courses taught:

FY 2012=4
FY 2013=1
FY 2014=1
FY 2015=0
FY 2016=0

Average class Size for 1000 Level courses:

FY 2012=12.8
FY 2013=13
FY 2014=10
FY 2015=0
FY 2016=0

2000 Level Courses taught:

FY 2012=5
FY 2013=4
FY 2014=4
FY 2015=2
FY 2016=3

Average class size for 2000 Level courses:

FY 2012=12
FY 2013=11.6
FY 2014=11.4
FY 2015=14.5
FY 2016=9.7

- b. Student credit hours by level generated in all major courses that make up the degree program for five years.

Student Credit Hours generated by 1000 Level Courses within the History Program:

FY 2012=16,260
FY 2013=14,154
FY 2014=13,497
FY 2015=13,803
FY 2016=14,628

Student Credit Hours generated by 2000 Level Courses within the History Program:

FY 2012=441
FY 2013=453
FY 2014=270
FY 2015=342
FY 2016=456

Total student Credit Hours generated by All Level Courses within the Program:

FY 2012=16,701
FY 2013=14,607
FY 2014=13,767
FY 2015=14,145

FY 2016=15,084

c. Direct instructional cost for the program for the review period.

Oklahoma City Community College (OCCC) 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 (LMS). We also provide virtual tutoring in the Math and Communication labs in addition to 24-7 tutor support through GradeResults to further customize and personalize online students' education. The cost of these initiatives and efforts totals \$42,196. The cost of 24-7 technology support for student and faculty support those working within the learning management system is \$70,500.00 (not including staff salaries 7:00-6:00). Students are provided support for the LMS and email usage via many online resources found on the online student resources page. They can also receive personal support for issues of increased complexity Monday- Friday 8:00 a.m.-5:00p.m.

Technology use in the classroom continues to expand to meet the needs of our students. 190 of our classrooms are equipped with permanent multimedia, additional equipment can be provided on an as needed basis to make every classroom a high-tech classroom. The cost incurred with this multiyear effort was \$1.55 Million. A classroom design committee submitted a proposal for a classroom design that supports flexibility in classroom functionality including thin clients, a smaller folding presentation station, and moveable furniture. This committee's proposal was adopted and supported by the Academic Affairs' Deans and President's Cabinet. Through a multi-department effort a total of \$150,000 were spent to redesign three classrooms to support active learning and cooperative learning formats of instruction as well as a more traditional lecture style. Faculty members are continuing to utilize student response systems, SmartBoards, interactive projectors, tablets, and network computing devices in classrooms. OCCC continues to support the utilization of technology in the classroom so faculty can continue to engage students. The use of iPads in the classroom is a new effort on campus and the cost thus far has only been \$50,000.00. 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, Moodlerooms. The CLT team has strategically worked to meet the needs of our 151 full-time faculty as well as the 460 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 instructional strategies, course design/redesign, assessment construction, selection and use of instructional technology, and aspects of using the College's LMS.

d. The number of credits and credit hours generated in the degree program that support the general education component and other major programs including certificates.

The number of credits in the degree program that support General education requirements in the history department is 30. The number of General education course hours generated by the history program in FY 2016 was 14,985.

e. A roster of faculty members including the number of full-time equivalent faculty in the specialized courses within the curriculum.

Full time Faculty Members:

Melinda Barr
Dr. Jeffrey Carlisle
John Ehrhardt
Leslie Jones
Ray McCullar

HIST 2013-1
HIST 2103-2

HIST 2133-1
 HIST 2203-1
 HIST 2303-2
 HIST 2353-1

Adjunct Faculty:

Alan Ball
 Dr. Jared Buss
 Craig Ferguson
 Dr. Ronald Gray
 Rickey Harvey
 Stuart Howard
 David Hughes
 Erin Karl
 Vernon Maddux
 Howard Maphet
 Molly Mirll
 Melody Nazworth
 Victoria Ozoyu
 Dr. Jim Pearson
 Jeri Reed
 Dr. Glen Roberson
 Claudette Robertson
 Walker Robins
 Todd Rudat
 Dr. Dawn St. Claire
 Frank Vangilder
 Dr. Debra Vaughn
 Kelly Williams
 Kristin Winterrowd
 Charles Winwood
 Dirk Yarker

f. If available, information about employment or advanced studies of graduates of the program over the past five years.

N/A

g. If available, information about the success of students from this program who have transferred to another institution.

Transfer Student Performance

Type of Student	2012 GPA	2013 GPA	2014 GPA	2015 GPA	2016 GPA
UCO					
OCCC Transfer	2.9	2.8	2.9	2.9	2.9
All Undergraduates	2.8	3.0	2.9	2.9	3.0
OSU					
OCCC Transfer	3.0	3.1	3.0	3.1	3.2
All Undergraduates	3.0	3.1	3.0	3.0	3.0
OU					
OCCC Transfer	3.2	3.2	3.0	2.9	3.0
All Undergraduates	3.1	3.0	3.2	3.2	3.2

Source: UCO, OSU and OU

6. Duplication and Demand

- a. Demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data.

Students asked if there was a possibility of completing an internship with a metro museum for college credit. A partnership has been created with the Oklahoma History Center; one student has completed an internship and received three credit hours. Several other students have mentioned an interest.

- b. Demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data.

The OCCC History degree program is a university-parallel program and students are expected, after graduating from OCCC, to transfer to a four-year institution to complete their education and training.

- c. Demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting.

none known

- d. Indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community.

Oklahoma History Center asked the OCCC History Faculty to participate in History Day. At various times, the OCCC History Faculty have presented Brown Bag sessions sponsored by Student Life. OCCC hosted UCO faculty members for a History Discussion Panel, providing information to OCCC students and answering questions about the field and the profession. Ray McCullar spoke to the Southside Rotary Club on the origins of the Thanksgiving Holiday. McCullar is a member of the "365 Club," of the Oklahoma Regional Food Bank, supports the YMCA "Strong Kids Campaign," and makes annual contributions to the Oklahoma Educational Authority, works with the Faculty Association Scholarship Committee, and purchases school supplies for his classes, and contributes to school supplies for the Oklahoma City Public Schools through the Oakcrest Church of Christ. Mendy Barr has presented to various groups. Jeff Carlisle is a sponsor of NASA (Native American Student Association) and is on the Faculty Association Scholarship Committee that helps raise money for student scholarships.

- e. The process of program review should address meeting demands through alternative forms of delivery.

The OCCC History Department continues to evaluate the need for more online offerings and early and late week offerings. The history program faculty allow students to choose gateway history courses that use traditional lecture, discussion only delivery, collaborative learning, online delivery, a mixture of on campus/online delivery, and individually paced one on one classes when necessary. The types of delivery are based upon student needs and preferences.

7. Effective Use of Resources

The resources used for a program determine, in part, the quality of the educational experiences offered and program outcomes. Resources include financial support (state funds, grants and contracts, private funds, student financial aid); library collections; facilities including laboratory and computer equipment; support services; appropriate use of technology in the instructional design and delivery processes; and the human resources of faculty and staff. The efficiency of resources may be measured by cost per student credit hour; faculty/student ratio; and other measures as appropriate. The effective use of resources should be a major concern in evaluating programs. The resources allocated to the program should reflect the program's priority consistent with the institution's mission statement and academic plan.

The history program at Oklahoma City Community College "provides the people of Oklahoma and our community with broad access to... 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." The history program achieves its mission through wise and efficient use of resources with data driven evidence of mission accomplishment. The Associate Degree Program in history is supported by state funds (cost per credit hour is among the lowest in the region), grants for course redesigns, internships at the Oklahoma History Center, and individual faculty donations to the OCCC Development Foundation Scholarship Programs. The library collection for history is the largest subject area collection in the college. The History faculty choose textbooks for the gateway courses based on quality and price so that the cost of books for the gateway history courses is among the lowest cost in the college without sacrificing

quality. Discretionary funds for the history department is five hundred dollars per year and this nominal sum is sometimes utilized (maps have been purchased from this allocation) and at other times has reverted to Division or College funds at the end of the fiscal year.

IV. Program Review Recommendations

This section is a description of recommendations that have been made as a result of the review and of actions that are planned to implement these recommendations. Recommendations should be clearly linked and supported by the information and analyses that were articulated in the previous sections and should contain a realistic strategy for implementation of any changes.

A. 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-time and part-time history faculty. The faculty is diverse in their areas of expertise and in their delivery methods giving students a wide variety of learning experiences and choices.
2. Completion rates have consistently improved over the last five years in the History 1483 and 1493 courses (see data in 4b)
3. The Capstone class (Research, Writing and Methods) adequately prepares students to not only succeed in classes at senior institutions, but to excel.
4. Writing level at sophomore level classes is generally good and having writing assignments/papers/presentations in these classes prepares students to succeed in the capstone class.

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

1. The History Program is currently going through a Title III course redesign for the HIST 1483 class. Revising and fine tuning course objectives in this process makes it clear that a similar evaluation of the HIST 1493 (and possible other courses) might be in order as well.
2. A revision of the rubric used to assess student submissions would provide for better feedback and help identify more clearly any problem areas that faculty need to focus on.
3. Careful monitoring of success rates in online classes will be necessary in order to evaluate the effectiveness of the standardization that has occurred regarding the HIST 1483 and HIST 1493 online sections.

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

1. Once the course redesign of HIST1483 is complete, the History faculty will have to judge the success of the process and determine the usefulness/desirability of doing a similar process with HIST1493 (or other courses, but success rates will have to be monitored to see what, if any, effect the course redesign has on the HIST1483 course before making any decisions.
2. History faculty will need to meet to discuss ways to improve the rubric to make for more effective assessment of student submissions.
3. Data on completion rates will need to be collected and analyzed over the next several semesters to discover the effect of standardization of the online sections by comparing success rates by semester as well as by year with adjustments being made to the master course as necessary to improve success rates. Introducing adjuncts to the course with possible training/suggested practices when teaching the online course might also be considered.

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

Stipends for faculty involved in course redesign outside the Title III initiative and/or faculty involved in training of adjunct faculty in the use of the Master course.

General Education Courses

Prefix & Number	Course Title	Credit Hours
HIST 1483	U.S. History to the Civil War	3
HIST 1493	U.S. History since the Civil War	3
ENGL 1113	English Composition I	3
ENGL 1213	English Composition II	3
GEOG 2603	World Regional Geography	3
MATH 1503	Contemporary Mathematics --OR	
MATH 1513	College Algebra for Business, Life Sciences, & Social Sciences-or	
MATH 2013	Introduction to Statistics	3
BIO	Biological Science*	3-4
PHYS	Any Physical Science*	3-4
	Social Science Elective**	6
HUM	Humanities Elective	3
POLSC 1113	American Federal Government	3
	* One science course must contain a lab component	
	**Select 6 hours from the following: HIST 1000, HIST 1713,	
	HIST 1723, HIST 2000. HIST 2013,HIST 2103, HIST 2203,	
	HIST 2213, CD 2113, CD 2213, ECON 1013, ECON 2123,	
	ECON 2143, POLSC 1000, POLSC 2103, POLSC 2113,	
	POLSC 2223, POLSC 2303, POLSC 2603, POLSC 2613,	
	PSY 1113, PSY 2113, PSY 2123, PSY 2193, PSY 2213,	
	PSY 2403, PSY 2743, SOC 1113, SOC 1203, SOC 2013,	
	SOC 2023, SOC 2063, SOC 2143, or SOC 2213	

Support Courses		
Prefix & Number	Course Title	Credit Hours
	5 hours of courses to be chosen from this list:	
SOC 1113	Introduction to Sociology	
SOC 2143	Race and Ethnicity in the U.S.	
SOC 2213	Cultural Anthropology	
POLSC 2303	Introduction to International Relations	
POLSC 2603	Introduction to Comparative Politics	
CS 1103	Introduction to Computers and Applications	
Art 1013	Art History Survey I -or- ART 1023 Art History Survey II	
PSY 2403	Developmental Psychology	
Econ 1013	Introduction to Economics	
COM 1123	Interpersonal Communication	
COM 2213	Intro to Public Speaking	
ECON 2123	Principles of Microeconomics	
ECON 2143	Principles of Macroeconomics	
PSY 1113	Introduction to Psychology	
	or any HIST Prefix or Foreign Language	

Life Skills Courses		
Prefix & Number	Course Title	Credit Hours
SCL 1001	Success in College and Life	1

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