

The Instructional Program Review Narrative Report

1. College: Merritt

Discipline, Department or Program: History/Political Science

Date: February, 2010

Members of the Instructional Program Review Team: Trevor Nagagawa, Monica Landeros, Claudio Duran, Siri Brown

2. Narrative Description of the Discipline, Department or Program:

The Department of History introduces students to the richness and complexity of the human experience through a curriculum that covers all major geographic areas and time periods, and emphasizes both the unity of that experience and the diversity resulting from such factors as cultural, social, and gender differences. Historical instruction seeks to develop not only knowledge of the past, but also an appreciation of history as an intellectual discipline that employs a wide variety of scholarly methodologies in its effort to understand that past. Students are taught to think and work as historians: to read critically and analytically both primary and secondary sources, to appreciate the complexity of historical issues and multiplicity of historical views, and to investigate a historical question or problem and communicate the results of that investigation.

The mission of the Political Science discipline is to foster political engagement, understanding and teach principles of good citizenry to students. It is also a key discipline in any liberal arts/social science discipline and courses are required for transfer and degree.

3. Curriculum:

- Is the curriculum current and effective? Have course outlines been updated within the last three years? If not, what plans are in place to remedy this?
History—The courses offered most often are updated and include SLOs. Courses not offered often need to be updated with SLOs. The plan is to begin these updates in the spring 2011 semester.
Poli-Sci--- The courses offered most often are updated and include SLOs. The other classes will be updated in the fall 2010 semester
- Has your department conducted a curriculum review of course outlines? If not, what are the plans to remedy this?
Yes. See above.

- What are the department's plans for curriculum improvement (i.e., courses to be developed, updated, enhanced, or deactivated)? Have prerequisites, co-requisites, and advisories been validated? Is the date of validation on the course outline?
PoliSci—Needs to hire a FT faculty to develop the curriculum and program however, adjunct faculty have taken a lead role in updating curriculum and engaging in the SLO process.
History—Improving curriculum is on-going for the new FT hire in history. Courses are being updated and include SLOs. The aim during the fall, 2010 semester is to continue this process by deactivating courses that have not been offered for several years and creating new courses.
 - What steps has the department taken to incorporate student learning outcomes in the curriculum? Are outcomes set for each course? If not, which courses do not have outcomes? Outcomes are set for all of the classes that have been updated in both programs. PoliSci 4 and 16 need to be updated and/or deactivated. History 2A/B, 15 and 19 need to be updated and/or deactivated.
 - Describe the efforts to develop outcomes at the program level. In which ways do these outcomes align with the institutional outcomes?
Both programs need to do program level outcomes and maps. History will complete the process in the 2010-11 year.
 - Recommendations and priorities.
Complete all updates and SLO processes including assesment
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4. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process. How has new technology been used by the department to improve student learning?
PoliSci---Offers courses on-line which have high enrollment. Instructors have created moodle shells with extensive resources for students. Instructors use small group learning methods and news clippings of current political events, elections and other relevant info to keep the discipline current and relevant.
History—Uses student participation, presentation and class discuss as a means to debate and think critically about history. History is taught in a manner that illuminates the present thus increasing an understanding of its relevance.
- How does the department maintain the integrity and consistency of academic standards within the discipline?
Both programs offer college level, transfer courses and maintain high standards in writing, term paper and other required work.

- Discuss the enrollment trends of your department. What is the student demand for specific courses? How do you know? What do you think are the salient trends affecting enrollments? PoliSci—FTES has risen from 12.45 (2004) to 19.25 (2008) which exceeds the college goal. Student demand for Pol Sci 1 is high in that the enrollment is higher than the other courses. Transfer requirements impact the enrollment. History---FTES has been very low due to lose of FT faculty. Most recent FTES (2008) in unit plan is 11.73. However since a FT faculty has been hired and is gaining popularity, the FTES has improved and is expected to continue to increase.

Are courses scheduled in a manner that meets student needs and demand? How do you know? Yes, courses in both programs are scheduled during prime day hours. Late afternoon, on-line, weekend and evening courses are offered.

- Recommendations and priorities.

5. Student Success: History

Student Retention Rate <i>Students who do not withdraw or drop</i> by Ethnicity		
Ethnicity	Baseline Fall 04-07	Fall 08
African American	61%	73% (22)
Asian	81%	93% (15)
Filipino	81%	100% (1)
Hispanic/Latino	74%	98% (44)
Native American	60%	0%
Other	83%	0%
White	88%	100% (19)
Unknown	72%	75% (8)
HIST Average	72%	91% (109)
College Average: 72%		

History

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Student Retention Rate <i>Students who do not withdraw or drop</i> by Gender		
Gender	Baseline Fall 04-07	Fall 08
Female	72%	90% (63)
Male	72%	91% (45)

Not Supplied	100%	100% (1)
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History

Student Course Completion Rate (SCCR) <i>Students who receive grades A, B, C or Credit</i> by Ethnicity		
Ethnicity	Baseline Fall 04-07	Fall 08
African American	59%	50% (22)
Asian	74%	80% (15)
Filipino	81%	100% (1)
Hispanic/Latino	68%	75% (44)
Native American	60%	0%
Other	83%	0%
White	88%	79% (19)
Unknown	69%	50% (8)
HIST Average	69%	70% (109)
College Average: 60%		

Political Science

Student Retention Rate <i>Students who do not withdraw or drop</i> by Ethnicity		
Ethnicity	Baseline Fall 04-07	Fall 08
African American	57%	75% (67)
Asian	67%	75% (12)
Filipino	75%	0% (3)
Hispanic/Latino	59%	72% (29)
Native American	13%	100% (1)
Other	64%	100% (2)
White	80%	74% (19)
Unknown	80%	80% (15)
POSCI Average	63%	74% (148)
College Average: 72%		

..Political Science

Student Retention Rate <i>Students who do not withdraw or drop</i> by Gender		
Gender	Baseline Fall 04-07	Fall 08
Female	63%	72% (104)
Male	64%	76% (41)

Not Supplied	36%	100% (3)
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Political Science

Student Course Completion Rate (SCCR) <i>Students who receive grades A, B, C or Credit</i> by Ethnicity		
Ethnicity	Baseline Fall 04-07	Fall 08
African American	43%	45% (67)
Asian	54%	58% (12)
Filipino	69%	0% (3)
Hispanic/Latino	48%	52% (29)
Native American	13%	100% (1)
Other	45%	100% (2)
White	77%	74% (19)
Unknown	60%	73% (15)
POSCI Average	51%	54% (148)
College Average: 60%		

- Describe student retention and program completion (degrees, certificates, persistence rates) trends in the department. What initiatives can the department take to improve retention and completion rates?
 PoliSci—retention rates are lower than the college average (63 vs 72%). Discussion with chair and dean should occur to examine why and how to improve the rates.
 History—retention rates mirror college average (72%)
- What are the key needs of students that affect their learning? What services are needed for these students to improve their learning? Describe the department’s efforts to access these services. What are your department’s instructional support needs?
 Both programs agree that writing levels are exceedingly low for transfer level courses. Both programs encourage use of the LC and cover writing topics in class. History could benefit from a supplemental instructor due to the term paper problems that occur where students need personal assistance.
- Describe the department’s effort to assess student learning at the course level. Describe the efforts to assess student learning at the program level. In which ways has the department used student learning assessment results for improvement?
 Assessment has not been completed by either program. Plans to proceed in the SLO process are to begin the spring 2011 semester.

- Recommendations and priorities.
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6. Human and Physical Resources (including equipment and facilities)

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.
PoliSci—has no FT faculty and .80 adjunct load.
History—has one FT faculty who splits his load with MLAT
 - Describe your current utilization of facilities and equipment.
PolSci shares office space in the A building with Communications and Afram
History has a designated classroom and office in the A building
 - Are the human and physical resources, including equipment and location, adequate for all the courses offered by your department (or program)? What are your key staffing and facilities needs for the next three years? Why?
PolSci needs an additional media cart. History needs full screen in classroom.
 - Recommendations and priorities.
PoliSc needs a media cart
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7. Community Outreach and Articulation

For vocational programs:

- Describe the department's connection with industry. Is there an Advisory Board or Advisory Committee for the program? If so, how often does it meet? Is the program adequately preparing students for careers in the field? How do you know?
- Have students completing the program attained a foundation of technical and career skills? How do you know? What are the completion rates in your program?
- What are the employment placement rates? Include a description of job titles and salaries. What is the relationship between completion rates and employment rates?

- What industry trends are most critical for the future viability of the program? How do you know? What are the implications of these trends for curriculum development and improvement?

For transfer programs:

- Describe the department's efforts in meeting with and collaborating with local 4-year institutions. Is the program adequately preparing students for upper division course work? How do you know?
PoliSci—instructor collaborates with UC Berkeley
History---instructor collaborates with UC Berkeley and Stanford
Both programs updated curriculum by utilizing area UC and CSU curriculum

For all instructional programs:

- Describe the department's effort to ensure that the curriculum responds to the needs of the constituencies that it serves.
Both programs maintain updated courses, text and ensure articulation
- Recommendations and priorities.

Instructional Program Review Resource Needs Reporting Template

Resource Needs Reporting Template		Department/Program: <i>PoliSci/History</i>			Contact: Siri Brown
Division: I					
Item Identified in Program Review (justification)	Human Resources (Staffing)	Physical Resources (Facilities)	Technology and/or Equipment	Supplies Budget	Cost
			PolSc Media Cart History – screen in classroom for video	\$3000	

Integrated Planning Template

Division:	Department/Program:	Contact:
Strategic Direction __:		
Institutional Goal __:		

Objective:				Priority:
Activities/Tasks	Responsibility Lead person(s)	Resources	Timeline	Comments
1.				
2.				
3.				
4.				
5.				

*College Planning Links:
 Budget Committee
 Facilities Committee
 Technology Committee
 Curriculum Committee
 Learning Assessment (SLO) Committee

Student Learning Outcomes Reporting Template (Course Level Outcomes)

Division:		Department/Program:			Course:
Student Learning Outcome	Outcome Measure	Definition of Data (Sample/Population)	Method of Data Collection & Source	Expected Level of Performance	A c
See attached					

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Student Learning Outcomes Reporting Template (Program Level Outcomes)

Division:		Department/Program:			Contact:
Student Learning Outcome	Outcome Measure	Definition of Data (Sample/Population)	Method of Data Collection & Source	Expected Level of Performance	A