

Program Review (SP11)

1. Enrollment Patterns	2. Achievement Data	3. Staffing	4. SLOs	5. Goals
Data provided by Institutional Effectiveness and Academic Services	Data provided by Institutional Effectiveness and Academic Services	Data Provided by HR	Data provided by Department Faculty	Department Plan
6. College Wide Overall – How does this information fit with the College Wide Goals?				

The purpose of Program Review is to summarize and interpret the data and information collected from the resources listed above, reflecting how your department program(s) have been successful and incorporated the information into improvements, where necessary. As a part of the overall college planning process, a meaningful Program Review will be the primary document CPC and other college committees will rely on for qualitative and quantitative information on a program, informing enrollment management, budgeting (cap outlay, grants), hiring priorities, and finally accreditation. Therefore, it is important that each department create a report that is meaningful for their program(s) while demonstrating the program(s)' value to the college and community.

The questions below are designed to help you create, primarily, a narrative review (roughly 5-10 pages); each curriculum guide (AA or Certificate) represents a “program”, and requires a separate review report (this document). Any data included should be interpreted, not simply “plugged in”; this document should refer to supporting documents for larger amounts of raw data. It is expected to take more than Flex day, and be an on-going conversation among the faculty in the program. Please refer to the timeline to help you map out an internal timetable for your program. To further assist you, we are planning a workshop for the March Flex day (see timeline).

It is important to note that while “Program Plans” are really “Department Plans” (yearly), you need to create a separate “Program Review” (3-year cycle) document for each program (curriculum guide) within your department.

Program Review Questions (Use form boxes, they will automatically expand.)

1. – 3. Summarize and interpret the data for each of the first three above (Enrollment Patterns, Achievement Data, Staffing/ Resources) as they relate to your program.

2011 History and Political Science Program Review

The Department of History and Political Science does not comprise a separate program in the usual sense—there is no separate “History Program” or “Political Science Program.” Rather the department is part of the larger Social Sciences and Liberal Arts Programs that are at the core of the college’s educational mission. The Department offers sections in six subject areas: History, Political Science, Humanities, Social Sciences, Citizenship, and Public Affairs. Courses in Humanities and Social Sciences are normally cross-linked and team-taught by instructors both within and outside the Department of History and Political Science. The Department offers two courses in this area, Comparative World Cultures (HUMAN 1/SOCSC 1) and American Pluralism and Identity (HUMAN 7/SOCSC 7). The last two subject areas, Citizenship and Public Affairs, are substantially different than the first four. Traditionally, each semester the department

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offers one non-credit citizenship course (CIT 601) to help prepare amnesty applicants and prospective citizens for the required examination preliminary to gaining U.S. citizenship. The non-credit Public Affairs course, Analysis of Public Affairs (PUBAF 601), is part of the Senior Studies Program and designated for senior adults. Traditionally, three sections of PUBAF 601 have been offered each semester, including one at the Brethren Manor, an off-campus retirement community. Because of college budget cuts we have not offered these courses in the last two years because the college prioritized credit courses over non-credit courses. The courses in Citizenship and Public Affairs have attracted a substantially different student profile than the students in the first four subject areas. Since the course offerings in Citizenship and Public Affairs have in the past comprised only four sections offered and for the last two years have not been offered, accordingly this Program Review will focus on the instruction offered in the first four subject areas, History, Political Science, Humanities, and Social Science.

1. Enrollment Patterns

The Department of History and Political Science is committed to offering quality undergraduate training to assist our students to successfully graduate with an associate degree and/or in transferring to a four-year institution. The Department focuses on offering courses that fulfill core lower division general education requirements and specialty courses in history and political science for future majors in those fields. The Department plays a central role in fulfilling the college's mission to enable students to earn the AA/AS degree or to gain general education certification for UC/CSU transfer. Our courses are among the most in demand on campus because they fulfill core requirements in Plans A, B, and C.

The vast majority of our students (Spring 2011)—4023 or 74%—are enrolled in either the two U.S. history survey courses (HIST 10 and HIST 11) or in Introduction to Government (POLSC 1). In the spring semester of 2011, the Department offered 101 classes in these three courses alone, each with an average of more than 38 students. In the past three years, the Department has increased enrollment in its courses by 9% (Fall 2008 - Fall 2010) and 8.6% (Spring 2009 - Spring 2011).

Overall, in 2011, the department offered 134 sections in four subject areas. If one does not take into account five augmented classes in Spring 2011, we have been experiencing a decline (127 sections in Spring 2010 from 129 sections Spring 2009). Anticipated sections (as per second run) for Spring 2012 is 116 or a 9% drop in sections from Spring 2009.

From 2008 to 2011 our Waitlists continue to grow, particularly for online sections in our core courses History 10, History 11 and Political Science 1. The college has expressed that more online classes be offered and we agree. However, we are need of faculty who are trained to teach in this modality. Our new hiring requests this year will emphasize the need for new full time faculty with this skill set and experience.

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To summarize we have seen a significant rise in enrollment while at the same time we are offering less courses, owing to budget cuts. Moreover, we are meeting these challenges with the loss to resignation and retirement of a tenured political scientist and a tenured historian.

2. Achievement Data

The History and Political Science Department provides courses that are required for General Education and various transfer patterns. To this end, we are teaching are very large and diverse segment of our student population. We are doing this with a high degree of efficiency as defined by college leadership.

According to data supplied in the President's Load Study Fall 2009, the History and Political Science Department is doing an impressive job of meeting the college's goals for efficiency. Our History classes averaged 42.6 students per with a WSCH of 281.22 and a higher than average load (WSCH/FTEF) of 620. Our political science classes averaged 42.4 students per class with a WSCH of 200.841 and a higher than average load (WSCH/FTEF) of 634. Moreover, according to the Success, Completion and Retention data, our department's FTES and WSCH have increased from Spring 2009 to Spring 2011, further demonstrating the increasing workload and commensurate efficiency performed by our department. In essence we have seen a surge in the number of students while at the same time receiving fewer resources from the college.

Our faculty has been ever diligent in maintaining the integrity of academic standards even as the general preparedness of students for our courses continues to decline. Our grade distribution in general shows a general frequency distribution shaped much like a bell shaped curve. While students continued to perform well from Fall 2008 to Fall 2010 some changes can be observed. Our three core courses exhibited very similar characteristics. History 10 saw a slight decrease in As and History 11 saw a negligible decrease in As with both showing significant increases in Fs. The overall tendency in both classes was a bell shaped curve weighted somewhat to the upper half of the frequency distribution. Political Science 1 saw a significant increase in As and a dramatic increase in Fs, while the overall tendency was a bell shaped curve somewhat weighted to the upper half of the frequency distribution. The only obvious trend observable in the grade distribution of our other course offerings is a significant increase in Fs. This increase in Fs across the board is most likely explained by the fact that Admissions and Records has changed its policy and protocol for withdrawals (Ws) and assignment of Fs during this time. This has had a major impact on the assignment of Fs. It is now essentially up to the student to withdraw himself/herself, and, evidently, many students are not doing this. The result is an automatic assignment of F, even when the student may have thought they had withdrawn from a class only weeks after its beginning. Discussions are ensuing on campus about how to address this problem.

In terms of Student Success, Completion and Retention rates, the department is observing a trend somewhat common across the college. Our Student Success Rate dropped slightly from 54% Spring 2009 to 51% Spring 2011. The Student Completion Rate dropped slightly from 61% Spring 2009 to 58% Spring 2011. Finally, the

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Retention Rate dropped slightly from 78% Spring 2009 to 76% Spring 2011. Our department devoted the entire Flex Day on September 20, 2011 to collectively review, analyze and discuss the various aspects of Program Review. There was general consensus that the following factors contributed to the slight drop in these three measurements. First, we are in 2011 offering several more sections of online classes in keeping with the college-wide goal of offering more online classes . In pursuing this goal we have been very effective, but these classes have lower scores on the three measurements than brick and mortar classes, so there was definitely a downward statistical pressure from this. Second, in 2011, we are short two full time faculty members, one who resigned in 2008 and one who retired last year. They were very fine instructors and their absence almost certainly has some effect on these numbers. Third, as of last Spring 2011, we are offering more classes at the PCC campus than ever before, again with an eye towards meeting a college-wide goal. Historically these measures are lower for our classes offered at the PCC Campus. Fourth, our department had to make a complicated move from the M Building to the T Building during that time, and the confusion involved probably had an effect on these measures.

3. Staffing

a. Faculty

The full time faculty in the History and Political Science Department is now is at fourteen members; eight historians and six political scientists. Since 2008 our full time faculty has been reduced by two members. Jennifer Seitz (our latest Political Science hire) resigned for personal reasons in 2008. Craig Hendricks, a mainstay of our department on the history side retired last year. These two departures left a big hole in our instructional program in terms of vitality, leadership and subject area coverage. The department also maintains a core of part-time faculty who are assigned to meet additional course offerings. We have a staff of 22 part time faculty; 16 historians and 6 political scientists. We have only hired two part time historians and one part time political scientist since 2008.

b. Support Staff

In terms of support staff, the Social Sciences Division of the School of Business and Social Science now provides the History and Political Science Department with 1/5 (share services with four other departments) of one Administrative Assistant. We also share the services of one Academic Administrative Assistant with four other departments. While these staff members are exceedingly competent, congenial and effective, our department could use one dedicated assistant for clerical purposes, mainly as an aid to the Department Head in responding to ever increasing clerical demands by the college.

4. SLOs – a) Summarize the collected program data

SLOs

Several members of our department have been campus-wide leaders in the larger effort to integrate Student Learning Outcomes (SLOs) into the structure and

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culture of the college. They served on key committees, paneled Flex Day Workshops and began experimenting with SLOs in their own course several years ago. Moreover, the History and Political Science Department was among the leading departments on campus in embracing the concept of SLOs and in creating SLOs for all of our numerous courses. This was a substantial undertaking and achievement. We faced several challenges in this process. For example, we have two academic disciplines in our department. Historians and Political Scientists have many things in common, academically speaking, but have many differences as well. All of the members of our department are deeply committed professionals and, therefore, were able to overcome several significant issues in the conceptualization of the role SLOs would play in our department's ongoing effort to provide high quality education to our students. In the development of SLOs and course level assessment plans we worked at being as inclusive as possible. To this end, our adjunct faculty played and continues to play an important role.

Course level SLO data has been collected by the department for our three core general education and transfer courses, History 10, History 11, and Political Science 1. This has been ongoing for three semesters. Data have been collected for several other non-core courses offered by the department as their assessment plans emerged through the process of completion, approval and implementation. It should be noted that several of our faculty have been assessing and analyzing course level data, on an individual basis, for several years in History 10, History 11, Humanities 7 and in Political Science 1H. These faculty members have been using the data to make adjustments in their courses.

The department's two Program Level SLOs have been finalized and approved and we are now in the process of developing the assessment plan for those SLOs. We are targeting implementation of the plan and the collection of program level data in Spring 2012.

The implementation of SLO assessment is now being routinized by the department. Departmental faculty are beginning to collect course level assessment data and are submitting it to the SLO Officer, Paul Savoie. The SLO officer coordinates the assessment activity and compiles the data and then makes it available to the sub-departmental groups (faculty who specialize in specific courses) for individual and collective analysis. Also, the SLO Officer provides advice and support to individuals and groups in all phases of the assessment process.

With regards to our core courses, History 10, History 11 and Political Science 1, the course level data collected so far has raised questions among our faculty regarding the clarity and adequacy of both existing SLOs and their related assessment tools. For example, data collected from several different sections of Political Science 1 using our standardized rubric demonstrated an inconsistent distribution of outcome achievement. Discussions are ensuing in the department this semester concerning whether the inconsistent patterns observed are a result of overly disparate assessment tools used across sections or simply reflect genuine differences in outcome achievement across those sections. As more data comes in this year we will make a final determination of the adequacy of our assessment tools, and, if necessary, we will make any needed adjustments. One lesson learned from our initial data analysis is the need for more regularly

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scheduled departmental and sub-departmental meetings. Toward that end members of the department have agreed to a series of sub-departmental (academic discipline-specific) meetings beginning in late October, for the purpose of making these determinations. The departmental meetings held to date have been extraordinarily productive and have generated critically reflective discussion of our instructional practices.

The History and Political Science Department is committed to making improvement in our instructional program fully utilizing SLOs and other means for determining our overall effectiveness.

b) Based on analysis of course and program SLO assessment:

- How are program-level and course-level SLOs being implemented, assessed, and used for program improvement?

Please see 4a.

- Summarize how the program has responded to SLO assessment results.

Please see 4a.

- Discuss how each action/change is based on ASLO results and how it will contribute to the improvement of the program.

Please see 4a.

5. Goals -

a) Based on the data from questions 1 – 4 and any other relevant internal or external data your department has collected, how have your department and program goals developed and changed over the past three years?

Goals

Our goals have been essentially the same for the last three years. Our number one goal is "To enhance our department's ability to offer quality, cutting edge instruction and to maintain and expand the general reach of our department's programs." Toward this end, for the purposes of contending with enrollment growth, recent expansion of subject coverage and attrition of faculty, we need to hire at least two full time faculty members; one political scientist and one historian. Last year, we submitted a request for a political scientist to the New Hiring Committee and our request was ranked #17. There were 15 positions available. Obviously, this year, we have high hopes that we can accomplish this goal in the new hiring process.

Our second goal is "To maintain a program of quality undergraduate courses to assist our students in successfully graduating with an Associate Degree and to increase transfer success. Toward this end we have provided general advisement to students, we regularly collaborate with faculty at transfer institutions to maintain program currency and relevance, as well as the transferability of our courses. We have participated in the campus-wide initiatives in the areas of basic skills, equity and student success.

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Finally, we have put a great deal of time into collaborating as a department on how best to utilize the new teaching resources we now have at our disposal in the South Quad classrooms.

Our third goal is "To routinize the use of course-level assessment of student learning outcomes consistent with both internal and external guidelines and requirements. We have, indeed, routinized the use of SLOs in our program. (Please see discussion of SLOs above.)

Our fourth goal is "To routinize the use of program planning, program review, and curriculum development to serve the department's mission." The fact of this program review demonstrates our department's success at meeting this goal. The entire department participates in the formulation of regular updates of our Program Plan. Also, the entire department participated in this Program Review. We take pride in the professional and collegial environment with in our department. We are also dedicated to an internal process of decision-making that values, openness, democracy and equity.

b) Discuss the steps you have taken to address each goal. What have been the results of these efforts?

Please see 5a.

c) Based on the new data collected (4), what are your plans for change in the future?

Please see 5a.

6. College Wide –

Discuss how the program SLOs as well as the department goals integrate, articulate, and complement the institutional goals and initiatives. (How does your department fit into the big picture?)

The Big Picture

The History and Political Science Department takes pride in providing a high quality program for our students:

We provide core general education requirements for the A.A. and A.S. degrees. Every student who seeks an A.A. degree must complete an American History and Political Science requirement. (Students pursuing the A.S. degree do not have a Political Science requirement.) In addition the department offers thirty courses that fulfill the Social Science requirement and three courses that fulfill the Humanities requirement.

We provide lower division general education for successful transfer to CSU, UC, and other four-year institutions. Courses offered by the department are prominently featured in the CSU-General Education Breadth requirements (Plan B) and the Intersegmental General Education Curriculum (IGETC, Plan C). Students transferring to CSU have specific American History and Political Science requirements for graduation. In addition, the department offers 33 courses that fulfill requirements in Humanities for either CSU-Breadth or

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IGETC and 30 courses that fulfill Social Science requirements in either CSU-Breadth or IGETC. No other department has courses that fulfill requirements in four separate categories—American History, Political Science, Humanities, and Social Sciences.

We provide lower division discipline requirements for future history and political science majors. Although the college does not offer a specific history or political science major, in every section there are students who plan to become majors in those fields at the university level. The department has worked closely with key transfer institutions, particularly Cal State Long Beach, to ensure that our students seamlessly enter those majors with their lower division course work complete. Toward that end, the department is in the process of developing new Transfer Degrees in both History and Political Science. We intend to submit proposals to the curriculum committee for both of these this semester.

We provide courses with course content that fosters historical, cultural, and civic literacy and encourage students in the attainment of civic engagement and cultural understanding necessary to be well-rounded members of the community. This summer, members of our department were prominent on the committee charged with designing GEO SLOs in Civic Literacy. Indeed, our department was assumed to be the primary locus of instruction in these values, even though the whole college was assumed to be engaging in the same.

We continue to promote and model for the campus community strategies that improve student learning and student success. Department members provide leadership and participate enthusiastically in important campus-wide programs that benefit students, such as the Long Beach Community Studies Project, Supplemental Instruction, Learning Communities, the Honors Program, Service-Learning, the ACE Program, the Latino Studies Institute, and the Senior Studies Program.

Members of the History and Political Science Department have provided leadership on campus in creating course software and web-enhanced courses to reach students in innovative ways. Each semester our department offers more classes online in keeping with the college wide goal.

Also, our department is committed to providing quality instruction at the PCC Campus. We are now offering more classes there than ever before. Beginning in Spring 2012, we will have a full time faculty member teaching her contract load at PCC.

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Finally, the department offers curriculum that addresses the diversity of the community population. This includes a team-taught, cross-linked course that addresses issues of cultural conflict and multiculturalism in American history, American Pluralism and Identity (HUMAN 7/SOCSC 7). Also, we have offered courses in non-Western culture and history, including Comparative World Culture (HUMAN 1/SOCSC 1), the World History sequence (HIST 2), Asian history (HIST 9 sequence), and African American history (HIST 27A and 27B).

Everything in the discussion above has been developed with an eye on enhancing the overall learning experience at Long Beach City College. Indeed, we are pursuing the goal of Student Success on several fronts. Members of our department plan to make a presentation about Student Success to the LBCC Board of Trustees by the end of the academic year.