



# Southwestern Program Review

## History and Political Science Program

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### Process

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**Program Review** is a continuous process of collecting, evaluating, and using information to determine if and how well performance matches learning or service outcomes which occurs on at least a triennial basis. We gather evidence of student learning; discover the degree to which courses, programs, and administrative and educational support services accomplish intended outcomes; and probe the achievement of institutional projects, core themes, and mission. Southwestern conducts program reviews of all programs and services on a quadrennial basis (every 4 years) and uses the results of the assessments to enhance and improve current programs and services.

### Resources

Program Review detailed instructions  
[Report Documentation](#) – myLakerLink on the Resource Center tab  
**Reports – must be on campus or access network to process reports**  
[Course Completion Report](#)  
[Course Completion by Course Report](#)  
[Course Completion by Degree Report](#)  
[Course Enrollments Report](#)  
[GL Unit Costs by Fund by Unit Report](#)  
[Graduates by Major Report](#)  
[OLMIS](#) – Employment Opportunities  
Persistence Report – being developed  
[Student Enrollment Report – Enrollments, FTE, Billing Credits](#)  
Transfer Reports – being developed

Program review consists of the following elements

- ✓ [Program Description and Goals / Philosophy](#)
- ✓ [Program Narratives](#)
- ✓ [Student Learning Outcomes](#) including measures and criterion for achievement
- ✓ [Operational Data](#) analysis
  - I. [Enrollments](#)
  - II. [Financial Viability](#)
  - III. [Efficiency of Delivery](#)
  - IV. [Instructional Effectiveness](#)
  - V. [Program Student Success](#)
  - VI. [Program Relevance](#)
  - VII. [Graduate Student Success](#)
- ✓ [Projects](#) planned based on evidence
- ✓ Association with core themes and other planning, processes/projects
- ✓ Activity [Timeline](#)

All reports are available within myLakerLink and are located on the Resource Center tab. Links to all reports are located within each section title of this document. Program Review requirements for certain sections include multiple reports with additional links to the reports located within the specific section of the report.

# PART A: Program Review Narratives

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## Program Description and Goals / Philosophy

The History and Political Science Program provides educational opportunities for all students in the SWOCC community, particularly in fulfilling the social science requirements for the AA/OT, OTM, ASOT-BUS, AS, AGS, AAS degrees. The History and Political Science Program also meets the following Social Science student learning outcomes:

- Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.
- Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
- Utilize Social Science approaches, such as research methods, inquiry, or problem solving, to examine the variety of perspectives about human experiences.
- Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
- Demonstrate an understanding and appreciation of similarities and differences among and between individuals, cultures, or societies across space and time.

## Administration

- **Faculty / Staffing:** The History and Political Science program has one full-time faculty. This faculty does nearly all of the work in the program except for a part-time instructor taking one or two courses a term.
- **Professional Development: N/A.**
- **Support Services used (or identified need):** The Tutoring Center on the Southwestern Oregon Community College Coos Bay Campus provides support services for students needing additional help with the History and Political Science program.
- **Advisory Committee (activities and membership): N/A**
- **Community Relationships / Partnerships: N/A**
- **Program Accreditation (if applicable): N/A**

# Curriculum

- **Degrees/Certificates offered and changes since last review:** SWOCC does not offer a History or Political Science degree or certificate. However, nearly every degree does have a Social Science requirement which Psychology fulfills. In reality, a strong percentage of SWOCC students take at least one course in History or Political Science.
- **Course list and changes since last review, including new and revised courses:** All History and Political Science course outlines have been updated and revised to incorporate limited and measurable student learning course outcomes. There have been no new courses developed.
- **Career Pathway/Program of Study Efforts:** N/A
- **Delivery Methods/Instructional Methodology:** Traditional instruction is supplemented with online resources and curriculum.
- **Articulation/Transferability:** In the past, SWOCC History and Political Science courses have had been reviewed to verify alignment with Oregon universities. There has not been a recent alignment verification. This review needs to occur regularly. However, the History and Political Science faculty has created an AAS proposal in Psychology to articulate with Oregon State University. OSU is interested in continuing articulation discussions.
- **Dual Credit offerings:** Currently SWOCC does offer 6 dual credit History classes.
- **Course scheduling issues:** There are no course scheduling issues for History and Political Science.
- **Instructional Materials (textbook, software issues):** The full-time History and Political Science instructor selects the history and political science textbooks. The textbooks are available in the College Bookstore and from online sources, and are generally easily and readily available for students.

## Students

- **Special Populations:** The History and Psychology program does not have any special populations specifically requiring psychology courses.
- **Recruitment:** The History and Political Science program does not actively recruit.
- **Advising:** To facilitate accurate advising, History and Political Science faculty is developing advising sheet directing students to an AAPT and an AS Psychology degree as well direction for careers in the discipline.
- **Student Satisfaction:** Evaluations for the full-time instructors who teaches History and Political Science has an average student rating of instruction at 4.46 out of 5.0 for spring 2015. Students comment favorably about the instructors, and the completion rates for 2014 is 74%
- **Student Assessment Methods:** Student learning outcomes for History and Political Science courses are assessed through class discussion, student projects, cooperative learning experiences, journaling, quizzes, homework assignments, and exams,

## Facilities/Budget

- **Budget Changes over past 4 years:** The History and Political Science program budget has been its own budget in the general ledger. The Psychology budget has been integrated into Psychology and Anthropology/Sociology for the last five years. The actual costs for the General Ledger in 2013 for \$106,727.00.
- **Instructional Materials (software, supplies, etc.):** N/A
- **Equipment lists and needs:** N/A
- **Facilities lists and needs:** N/A
- **Student fees:** N/A

## Progress of Planned Projects

- Describe progress made for each project activities planned for prior year.

NOT REQUIRED FOR 2013-2014 PROGRAM REVIEW

# PART B: Program Outcomes Data Review

## Student Learning Outcomes - Measures – Criteria

Outcome 1	Measureable Criteria	Measurement Tool	Courses	Time Frame
Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.	80% of class with a C or better on final. 80% produce book reviews which receive a C or better	In-class discussions Book reviews Final exam	HST 201, 202, 203 HST 101, 102, 103 PS 201, 202, 203	Fall 2014 Winter 2015 Spring 2015
<p><b>Results:</b> Did students demonstrate an overall understanding of the time period discussed (US History/Western Civilization) or the complex subject matter presented (Political Science). Through three classroom examinations combining terminology and complex essay questions students are challenged to demonstrate this understanding, including factual knowledge, the impacts of changes that took place during the time period and a sense of how this impacts our present. Their level of understanding is also measured through in-class discussions based on the reading of primary and secondary source material. Students are also given the opportunity to explore an area of interest by choosing a book for a book review linked in the time period. The book reviews combine a synopsis of the main events, analysis of the author’s main points/themes/issues and an opinion section both on the work itself and the subject discussed.</p>				
<b>Fall 2014:</b>	<b>PS 201: 16/20 C or better in class</b> <b>HST 101: 17/20 C or better in class</b> <b>HST 201: 24/32 C or better in class</b>	<b>17/20 Book review C or better</b> <b>17/20 Book review C or better</b> <b>24/32 Book review C or better</b>		
<b>Winter 2015</b>	<b>PS 202: 10/13 C or better in class</b> <b>HST 102: 18/22 C or better in class</b> <b>HST 202: 23/28 C or better in class</b>	<b>9/13 Book review C or better</b> <b>19/22 Book review C or better</b> <b>24/28 Book review C or better</b>		
<b>Spring 2015</b>	<b>PS 205: 20/24 C or better in class</b> <b>HST 103: 21/23 C or better in class</b> <b>HST 203: 26/32 C or better in class</b>	<b>19/24 Book review C or better</b> <b>20/23 Book review C or better</b> <b>27/32 Book review C or better</b>		

**Analysis:** While a majority of the students reached the 80% with a C or better threshold, it was interesting to see that many students had more difficulty in the fall quarter than in either the winter or spring. The percentages rise throughout the school year.

**Plan:** The results and the analysis sections point to an obvious necessity to work to aid students in the fall quarter. It would prove useful to give them more of an introduction into what the essay exams measure and how important timely production of their book reviews would improve their grades. I already provide “how to” guides to both the exams and the book reviews. Perhaps added examples of what I expect in both assignments might help. I also plan to discuss both assignments during class more often and try to anticipate students’ questions and needs.



## PART C: Program Operational Data Review

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### I Enrollments

**Exhibit I.A:** Total Enrollments – Program

**Exhibit I.B:** Number of Students in Major, if applicable

**Exhibit I.C:** Student Demographics (optional)

- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*  
The total enrollments have had significant fluctuations during the last five years with the highest enrollment in 2012 at 822 students and the lowest enrollment in 2014 at 612 students. Student enrollments have steadily declined 26% since 2012 .
- **Plan:** *Respond to the data evidence – how will the data results be utilized to enhance and improve program enrollments, list specific planned projects*
  - 1.
  - 2.

## II. Financial Viability

**Exhibit II.A:** Student FTE

**Exhibit II.B:** Billing Credits

**Exhibit II.C:** Cost / FTE

- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*  
History and Political Science has its own budget which is different that Social Science which splits Psychology and Anthropology/Sociology.

The average Social Science annual student FTE is 58.6 with overall History and Political Science average annual student FTE at 48.15. The year 2012 had the highest student enrollments at 822 students, and the year 2012 had the highest student FTE at 58.2. The year 2014 had the lowest student enrollments at 612 students and the lowest student FTE at 40.55. The student FTE between the high 2012 year and low year 2014 shows that History and Political Science student FTE decreased by 25.9%.

The annual average Social Science annual billing credits is 6322 with overall History and Political Science billing credits at 1475.8. Again, 2010 is the year of the most billing credits: science at 1709 billing credits, Psychology at 2566 billing credits. The year 2014 reflects the low levels of billing credits: Social Science at 7032 billing credits, and History and Political Science at 1709 billing credits.

**Plan:** *Respond to the data evidence – how will the data results be utilized to enhance and improve the financial viability of the program, list specific planned projects*

- 1.
- 2.

### III. Efficiency of Delivery

**Exhibit III.A:** Average Class Enrollments

**Exhibit III.B:** Student FTE to Faculty FTE Ratio (1 Faculty FTE = 45 Workload Credits)

**Exhibit III.C:** Course Capacity Percentage (section enrollment is what percent of section capacity)

- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*  
Average Social Science annual enrollments are 2374.2 students. Average annual History and Political Science enrollments is 725 students. Average class enrollments for all Social Science are 18.18 students per class. History and Political Science class average enrollments are at 17.07 students.

Average student FTE to faculty FTE ratio for all Social Science classes is 21.64. History and Political Science average student FTE to faculty FTE ratio is 22.21.

Average course capacity (fill rate) for all Social Science classes is 66.74%. History and Political Science average course capacity is 54%.

- **Plan:** *Respond to the data evidence – how will the data results be utilized to enhance the efficiency of delivery associated with the program, list specific planned projects*
  - 1.
  - 2.
- 

### IV. Instructional Effectiveness

**Exhibit IV.A:** Course Retention – completion rate

- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*  
Average course retention-completion rate for all Social Science is 78.14%. History and Political Science average course retention-completion rate is 73.4%.
- **Plan:** *Respond to the data evidence – how will the data results be utilized to enhance and improve instructional effectiveness of the program, list specific planned projects*
  - 1.
  - 2.

## V. Program Student Success

~~Exhibit V.A:~~ Program Persistence from Persistence Report (being developed)

~~Exhibit V.B:~~ Program Completers (Graduated) (unduplicated student count)

~~Exhibit V.C:~~ Program Awards (all certificates and degree, duplicated)

~~Exhibit V.D:~~ Transfer Rate (student who did not graduate yet transferred) from Transfer Report (being developed)

~~Exhibit V.E:~~ Transfer Figures from Transfer Report (being developed)

- **Analysis:** Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps  
N/A
- **Plan:** Respond to the data evidence – how will the data results be utilized to enhance students success within the program, list specific planned projects  
N/A

## VI. Program Relevance

**Exhibit II.A:** OLMIS Reports Demonstrate Employment Opportunities - **OLMIS DATA:** <http://www.qualityinfo.org/olmis/OlmisZine>

**Exhibit II.B:** Advisory Committee Recommendations

- **Analysis:** Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps  
OLMIS is not applicable.
- **Plan:** Respond to the data evidence – how will the data results be utilized to ensure program relevance of the program, list specific planned projects
  - 1.
  - 2.

## VII. Graduate Student Success: Oregon 4 Year Completion Data, Wage Match Data, Placement

**Exhibit VI.A:** 4 Year Achievement (if available)

**Exhibit VI.B:** Wage Information (if available)

**Exhibit VI.C:** Placement Rates (if available)

- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*
- **Plan:** *Respond to the data evidence – how will the data results be utilized to enhance and improve graduate student success within the program, list specific planned projects*

## PART D: Systemic Program Review

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### Systemic Program Enhancements and Projects Not Addressed in Program Outcomes or Operational Data Analysis Data

**Address systemic issues:**

**Proposed Systemic Project(s):** Research and investigate alternative strategies and make appropriate changes.

## Systemic Program Viability Analysis

- **Program Demand:** Review of overall 4-year trend of enrollments in discipline courses -9.2%

### History and Political Science -9.2%

>10 Growing Strong (20 pt.)

5-10% Growing (17 pt.)

0-5% Maintaining (14 pt.)

5-0% Dropping (10 pt.)

<-5 (5 pt.)

- **Program Outcomes Assessment:**

Assessment Category	No Evidence (1 pt.)	In Development <30% (2 pt.)	Implemented in Some Areas 30-80% (3 pt.)	Fully Implemented 81-100% (4 pt.)	TOTAL SCORE
<b>Social Science</b>					
Development of course outcomes			x		3
Mapping course to program outcomes		x			2
Multiple Assessment measures documented and mapped to program outcomes		x			2
Course Assessment data collected and analyzed	x				1
Assessment Data used to improve course teaching / learning and is documented	x				1
<b>Total</b>					<b>9</b>

- **Program Size:** Review of unduplicated student FTE (all terms) in discipline courses in prior year

**History and Political Science 40.55**

>50 FTE (20 pt.)

30-50 FTE (17 pt.)

20-30 FTE (14 pt.)

15-20 FTE (10 pt.)

10-14 FTE (7 pt.)

<10 FTE (5 pt.)

- **Proposed Productivity:** Percent of students in all discipline classes for a year that earned C or better compared to number of students enrolled in same classes at end of second week

**History and Political Science 74%**

>95% (20 pt.)

90-95% Growing (18 pt.)

80-90% Maintaining (16 pt.)

70-80% Dropping (14 pt.)

60-70% (10 pt.)

<10% (5 pt.)

- **Program Cost:** Cost of program per student FTE in prior year

**History and Political Science \$1861.95**

< \$1000/FTE (20 pt.)

\$1-2000/FTE (17.pt.)

\$2-3000/FTE (14 pt.)

\$3-4000/FTE (10 pt.)

\$>4000/FTE (5 pt.)

- **OVERALL PROGRAM VIABILITY SCORE:**

**History and Political Science 62**



## PART E: Program Project Timeline – All Projects

Activity Timeline that includes core theme association, staff lead responsibility, start and projected end dates, association with other planning activities (academic master plan, technology plan, facilities plan), association with instructional projects.

Project	Person Responsible	Activity Year	Budget Request (for 2015 activities only)	Core Theme/ Objective	Associated Plans	Associated Projects
1.				Learning & Achievement		
2.				Learning & Achievement		
3.				Learning & Achievement		
4.				Learning & Achievement		
5.				Learning & Achievement		
6.						
7.						
8.						

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