

Major Highlights

Program Dashboard

Program Dashboard: Percent
of Targets Achieved

Credit Hour Trends

CRC Recommendations

CRC Follow-Up

History
Major Highlights
March 2008

Overview

The information contained in this binder represents supporting reports and data associated with the CRC's review of the History curriculum. These reports are intended to provide a historical perspective, as well as an idea of current strengths and future challenges facing the curriculum which may impact short and long term curriculum development.

Major Highlights

- Over the past four years, History has maintained a relatively consistent composite program dashboard score, ranging from 9.11 to 9.37. In 2006-07, History ranked 49th out of 99 curriculum tracked in the Program Dashboard.
- Three of the seven program dashboard measures exceeded established college-wide benchmarks. These measures include sections filled to capacity, percent of completed sections, and the percent of minority students enrolled in History courses.
- Over the last four years, History sections were generally filled 85% to 91% of capacity, with the high-end percent occurring in 2006-07. This exceeds the college-wide average of 84%.
- Between 2003-04 and 2005-06 the percent of completed History sections declined e.g. the percent of canceled sections rose. However, in the most recent year (2006-07) completed sections climbed back to nearly 94%, which also happens to exceed the college-wide average of 91%.
- Minority student enrollment in History has remained consistent over the last four years ranging between 22% and 23%. Although this falls below the college-wide average of 28%, it still exceeds the target score of 18.8% set in 2006-07.
- As one area of challenge, the percent of students withdrawing from History courses has increased over the last four years and at 17% in 2006-07, exceeded the benchmark trouble score of 15%. Despite being slightly below the college-wide average of 18%, this aspect of student success still fell short of the established benchmark.
- As the 8th largest credit hour generating curriculum in the college, History has seen a slight decline in enrollment in recent years. This came after eight straight years of enrollment growth.

Oakland Community College Program Dashboard

The purpose of the program dashboard is to provide a data driven tool designed for the objective review of all curriculum offerings. Based on a common set of measures which apply to all programs/disciplines the dashboard facilitates the systematic identification of well performing as well as ailing curriculum so early intervention efforts can be undertaken.

In a rapidly changing economic and competitive environment it is necessary if not imperative to continually review curriculum offerings annually. Dashboard reports are a useful tool for monitoring program performance. In addition, they allow for an integrated approach for collecting, presenting, and monitoring data to meet long and short-term programmatic decision-making needs.

The Program Dashboard is based on seven measures which include:

- Sections Filled to Capacity
- Percent of Completed Sections
- Credit Hour Trend Ratio
- Percent of Minority Students
- Percent of Withdrawals
- Percent of Incompletes
- Student Course Completion Rate

The following report provides summative information for the most recent academic year as well as detailed trend data on each measure over the past several years.

Program Dashboard Detail Report

Prefix HIS
Title History

	Program				College Wide
	2006-07	2005-06	2004-05	2003-04	2006-07
Sections Filled to Capacity	90.5%	85.4%	85.1%	87.0%	84.4%
Percent of Completed Sections	93.6%	84.2%	89.4%	92.7%	90.7%
Headcount Trend Ratio	0.99	1.02	1.05	1.06	1.01
Credit Hour Trend Ratio	0.99	1.02	1.05	1.06	1.01
Percent of Minority Students	23.2%	22.3%	23.1%	23.2%	28.2%
Percent of Withdrawals	17.2%	16.3%	16.8%	15.2%	18.3%
Percent of Incompletes	1.3%	1.7%	2.1%	1.9%	1.5%
Student Course Completion Rate	66.3%	65.8%	65.9%	65.0%	67.7%
Dashboard Score	9.37	9.11	9.2	9.3	

Sections Filled to Capacity

Prefix HIS
Prefix Title History

	2006-07	2005-06	2004-05	2003-04
Total Students	4,326	4,552	4,689	4,507
Total Capacity	4,779	5,328	5,513	5,180
Sections Filled To Capacity	90.5%	85.4%	85.1%	87.0%

Definition:

The percent of all available seats which are filled on the terms official census date. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:

Total number of sections (credit courses only) that are filled to their designated capacity e.g. allocated seats divided by the total number of available seats in all sections throughout the academic year (July 1 through June 30). In other words, how many sections are filled to their capacity on the sections 1/10 day out of all sections? Include sections that are more than filled / overflowing in calculation.

One-Tenth Day data shows the capacity filled numbers at approximately 3 weeks after the Fall and Winter terms begin; and 1 week after the Summer I and II terms begin. This data will not provide additional enrollment data if the sections begin after the one-tenth day.

While a section may only have a few students enrolled in it the college is able to designate some sections as 'full' so that they are not cancelled (per OCCFA Master Agreement). Therefore some disciplines may show low fill capacity rates, and the college never cancelled the sections or condense the students into fewer sections offering the same course.

Percent of Completed Sections

Prefix HIS

Prefix Title History

	2006-07	2005-06	2004-05	2003-04
Active Sections	131	144	186	140
Cancelled Sections	9	27	22	11
Total Sections	140	171	208	151
Percent of Completed Sections	93.6%	84.2%	89.4%	92.7%

Definition:

Of all offered sections, the percent of sections that are completed (not cancelled). Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session, after grades are posted.

Methodology:

Annually, the total number of offered credit sections that are completed. Formula = number of completed credit sections divided by the total number of offered credit sections. In other words, the percent of these sections that are not cancelled.

Headcount Trend Ratio

Prefix HIS
Prefix Title History

	2006-07	2005-06	2004-05	2003-04
Headcount Year 1	4,507	4,323	4,122	3,776
Headcount Year 2	4,771	4,507	4,323	4,122
Headcount Year 3	4,583	4,771	4,507	4,323
Headcount Year 4	4,349	4,583	4,771	4,507
Headcount Period 1	4,620	4,534	4,317	4,074
Headcount Period 2	4,568	4,620	4,534	4,317
Headcount Ratio	0.99	1.02	1.05	1.06

Definition:

Trend in student headcount based on a three year rolling average. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term. (Note: this measure is not used in the calculation of the Program Dashboard score since it parallels trends depicted in Credit Hours.)

Methodology:

In order to establish a meaningful enrollment statistic which applies to large as well as small disciplines/programs a "ratio" was calculated based on a three year rolling average of student headcount.

The formula used to calculate this measure involves three simple steps:

- a. Year 1 + Year 2 + Year 3 / 3 = Period 1
- b. Year 2 + Year 3 + Year 4 / 3 = Period 2
- c. Period 2 / Period 1 = Ratio

If the ratio is greater than "1" this means there has been an enrollment increase. On the other hand, if the ratio is less than "1" this translates into an enrollment decline. The larger the number the larger the enrollment increase. Likewise, the lower the number the greater the enrollment decline.

Credit Hour Trend Ratio

Prefix HIS
Prefix Title History

	2006-07	2005-06	2004-05	2003-04
Credit Hour Year 1	15,830	15,137	14,482	13,303
Credit Hour Year 2	16,656	15,830	15,137	14,482
Credit Hour Year 3	16,001	16,656	15,830	15,137
Credit Hour Year 4	15,133	16,001	16,656	15,830
Credit Hour Period 1	16,162	15,874	15,150	14,307
Credit Hour Period 2	15,930	16,162	15,874	15,150
Credit Hour Ratio	0.99	1.02	1.05	1.06

Definition:

Trend in student credit hours based on a three year rolling average. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:

In order to establish a meaningful enrollment statistic which applies to large as well as small disciplines/programs a "ratio" was calculated based on a three year rolling average of student credit hours.

The formula used to calculate this measure involves three simple steps:

- a. Year 1 + Year 2 + Year 3 / 3 = Period 1
- b. Year 2 + Year 3 + Year 4 / 3 = Period 2
- c. Period 2 / Period 1 = Ratio

If the ratio is greater than "1" this means there has been an enrollment increase. On the other hand, if the ratio is less than "1" this translates into an enrollment decline. The larger the number the larger the enrollment increase. Likewise, the lower the number the greater the enrollment decline.

Percent of Minority Students

Prefix HIS
Prefix Title History

	2006-07	2005-06	2004-05	2003-04
Minority Students	936	874	962	910
Total Students	4,031	3,914	4,172	3,916
Percent of Minority Students	23.2%	22.3%	23.1%	23.2%

Definition:

The percent of students who are minority. Minority status is self-reported by the student and includes: African American, Asian, Hispanic, Native American Indian and Other. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: end of session for each term.

Methodology:

Percentages are based on known data and exclude missing information.

Percent of Withdrawals

Prefix HIS
Prefix Title History

	2006-07	2005-06	2004-05	2003-04
Total Withdrawals	725	718	758	649
Total Grades	4,223	4,412	4,525	4,263
Percent of Withdrawals	17.2%	16.3%	16.8%	15.2%

Definition:

The percent of students who withdraw from their course after the term begins. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:

Percent of withdrawals is derived by dividing the total number of student initiated withdrawals by the total number of grades and marks awarded throughout the academic year. The Withdrawal-Passing (WP), and Withdrawal-Failing (WF) are considered Withdrawals (W). Meanwhile, calculations exclude: Audit (AU), Not Attended (N), and Not Reported (NR).

Percent of Incompletes

Prefix HIS

Prefix Title History

	2005-06	2005-06	2004-05	2003-04
Total Incompletes	57	76	94	80
Total Grades	4,223	4,412	4,525	4,263
Percent of Incompletes	1.3%	1.7%	2.1%	1.9%

Definition:

The percent of students who receive an incomplete in their course. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:

Percent of incompletes is derived by dividing the total number of incompletes by the total number of grades and marks awarded throughout the academic year. The Continuous Progress (CP) grade is considered an Incomplete (I). Meanwhile, calculations exclude: Audit (AU), Not Attended (N), and Not Reported (NR).

Student Course Completion Rate

Prefix HIS

Prefix Title History

	2006-07	2005-06	2004-05	2003-04
Successful Grades	2,801	2,903	2,983	2,769
Total Student Grades	4,223	4,412	4,525	4,263
Student Course Completion Rate	66.3%	65.8%	65.9%	65.0%

Definition:

The percent of students who successfully complete a course with a grade of "C" or higher. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:

Student success rates are based on end of session data after all grades have been posted. Data includes grades from the entire academic year (Summer II, Fall, Winter, and Summer I). The following grades/marks are excluded from the calculation: Audit (AU), Not Attended (N) and Not Reported (NR).

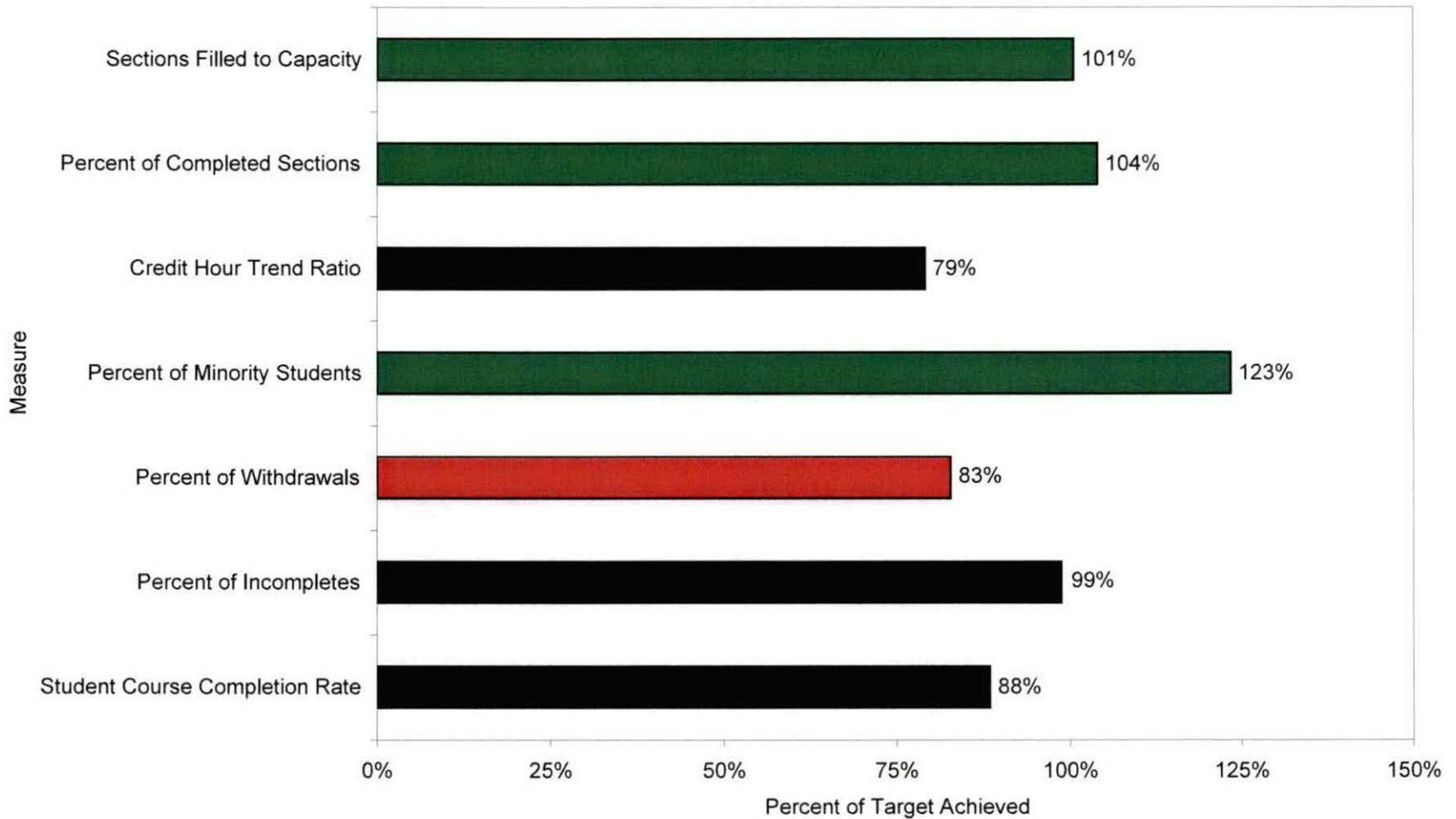
Oakland Community College Program Dashboard Percent of Targets Achieved

The following graph and table depict the extent to which each of the seven Program Dashboard measures met established college-wide benchmarks. Benchmarks (targets and trouble scores) are based on historical data and reflect a range within which each measure is expected to perform.

Measures which exceed the established benchmark are depicted in green, while those that fall short of the benchmark are shown in red. This information is useful in identifying areas of excellence, as well as areas of concern. As a consequence, this report can help to identify specific areas which may require additional attention by program staff.

Oakland Community College Program Dashboard Report 2006-07

History HIS



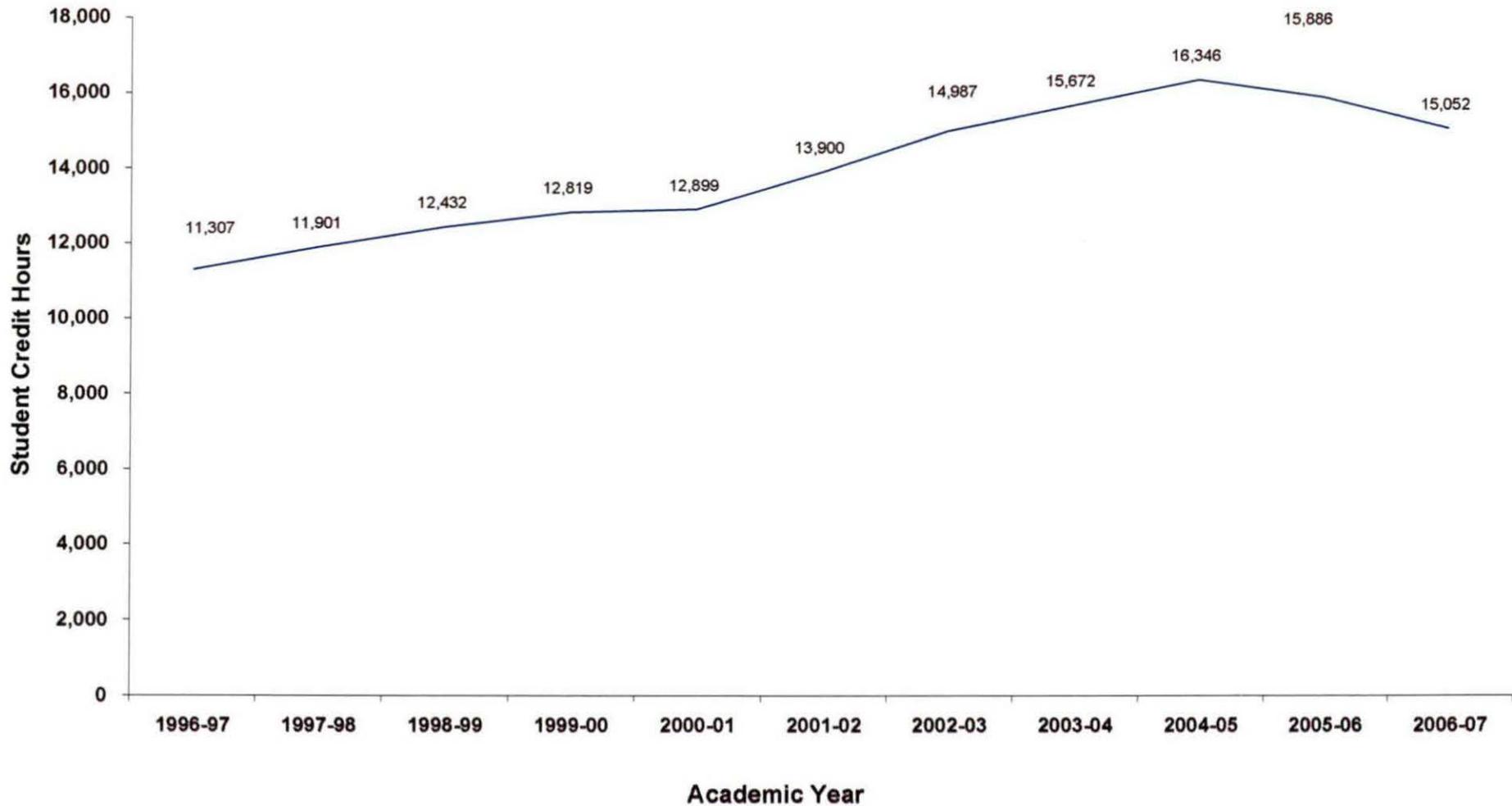
Oakland Community College Program Dashboard Report 2006-07

History HIS Dashboard Score: 9.37

Measures	Benchmarks			Percent of Target Achieved	Weight	Weighted Score
	Current Score	Trouble Score	Target Score			
Sections Filled to Capacity	90.5%	75.0%	90.0%	100.6%	18.0%	1.81
Percent of Completed Sections	93.6%	75.0%	90.0%	104.0%	14.2%	1.48
Credit Hour Trend Ratio	0.99	0.71	1.25	79.2%	15.3%	1.21
Percent of Minority Students	23.2%	16.9%	18.8%	123.4%	6.1%	0.75
Percent of Withdrawals	17.2%	15.0%	0.0%	82.8%	12.0%	0.99
Percent of Incompletes	1.3%	3.0%	0.0%	98.7%	7.9%	0.78
Student Course Completion Rate	66.3%	60.0%	75.0%	88.4%	26.5%	2.34

**Oakland Community College
Ten-Year Trend in Student Credit Hours
History
1996-97 through 2006-07**

	1996-97 SCH	1997-98 SCH	1998-99 SCH	1999-00 SCH	2000-01 SCH	2001-02 SCH	2002-03 SCH	2003-04 SCH	2004-05 SCH	2005-06 SCH	2006-07 SCH	5-Year % Change	10-Year % Change
History	11,307	11,901	12,432	12,819	12,899	13,900	14,987	15,672	16,346	15,886	15,052	8.3	33.1
College Wide Totals	443,471	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892	487,597	493,655	10.2	11.3



CRC Recommendations to the College Academic Senate

History Review

May 16, 2008

Faculty Coordinator: Shawn Dry

- For consistency either remove the last line in the catalog descriptions of HIS 2510 and 2520 (“The course is designed to offer...”) or add this statement to all HIS course catalog descriptions.
- It was discussed that HIS 1550, The Contemporary World could cover the last 20-30 years rather than beginning at 1945. Although at some point this will probably need to be considered, there is a present concern regarding transferability. The History discipline might consider a Topics in History course if they want to cover more recent historical periods.
- Consider changing HIS 2510 and 2520 to 4 credit courses. The discipline needs to review OCC feeder colleges/universities for transferability. The discipline should also consider the impact a 1 credit difference would have upon transferable degrees and the Global Studies program.
- Adjunct Issues:
 - Some adjuncts require mentoring and oversight in developing syllabi that include mandatory Senate requirements. The discipline would appreciate dean support in enforcing adherence to mandatory guidelines.
 - Some adjuncts require mentoring and oversight in instructing the required course material according to its catalog description.
 - The discipline will continue to develop common course content curricula.
 - The discipline believes that its own offerings as well as the college as a whole would benefit from more aggressive full-time faculty mentoring and oversight of adjuncts.
- There is a need for a full-time faculty member in American History on both the Royal Oak and Highland Lakes campuses in order to achieve a full complement of World and American History faculty across the college.
- The discipline has reduced “adjunct bloat” with a positive impact upon students. The discipline will continue to monitor this approach but will continue to offer adjunct sections where there is a need to demonstrate support for the hiring of a full-time faculty member.
- The discipline should continue to evaluate its assessment practices and uses of college-wide and discipline-specific rubrics in Critical Thinking and Writing.
- The campuses need to review rooms used for History courses in order to supply faculty with the necessary resources.

Oakland Community College

Curriculum Review Committee

**Reports Supporting the Review of the
History Curriculum**

**Prepared by the Office of Assessment & Effectiveness
March 2008**



**OAKLAND
COMMUNITY
COLLEGE**



OAKLAND
COMMUNITY
COLLEGE

Memo

April 25, 2008

Attached is the History Discipline Curriculum Review. I look forward to meeting with the committee on Friday, May 16th. Please contact me if you require any additional information before then.

Shawn Dry
History Instructor, Auburn Hills Campus
Review Coordinator

History Discipline Curriculum Review Action Items

Shawn Dry, Review Coordinator

1. Catalog Revisions

- Update course titles and descriptions.
- Investigate possibility of changing period covered by Contemporary World course.
- Investigate possibility of changing American history courses to 4 credits.

2. Adjunct Oversight

- The full-time faculty on each campus need to review the syllabi of the adjuncts on their campus for inclusion of required elements.
- The full-time faculty on each campus need to make sure the adjuncts are teaching their courses according to content descriptions.
- The full-time faculty on each campus should take a more active role in mentoring adjuncts to improve instruction and increase the amount of assessment done.

3. Full-Time Faculty

- The discipline should continue to pursue the goal of having two full-time faculty on each campus—one world history specialist and one American history specialist.
- With the hiring of two additional faculty for the fall, only two positions remain to be filled: American history specialists at RO and HL.

4. Reduced Adjunct Sections

- The discipline should continue the practice of offering fewer adjunct sections.
- An exception to this practice may be made when attempting to justify the need for a full-time faculty member on a campus.

DATA ANALYSIS

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

Coordinator: Complete this form after reviewing the Catalog Course Data Collection forms from members of your Discipline on all of the courses listed in the Catalog. Please also attach a photocopy of all course descriptions in the catalog.

List every course that is listed in the catalog. Check where revision is indicated or no revisions seem necessary.

<u>Course</u>	<u>Revision Needed</u>	<u>No Revision Necessary</u>
HIS 1510		X
HIS 1520		X
HIS 1550	X	
HIS 1650-1659, 1660-1669	X	
HIS 1700	X	
HIS 2510	X	
HIS 2520	X	
HIS 2610		X
HIS 2620		X

CATALOG COURSE DESCRIPTION REVIEW SUMMARY:

HIS 1550: One faculty member suggested that more General Education Outcomes should be added to this course to reflect its global and critical thinking components. Another faculty member suggested that more gender neutral language should be used in the catalog description. That same faculty member believes the course should be changed to cover the last 25-30 years as contemporary history rather than taking as a starting point the end of World War II.

HIS 1650-1659, 1660-1669: One faculty member suggested the variable number of credits should be changed to reflect the reality of only offering these courses for 3 credits. That same faculty member suggested some clarification of the language in the description.

HIS 1700: One faculty member suggested that the first sentence of the catalog description be rewritten as a complete sentence in order to conform to the other descriptions.

(cont.)

HIS 2510: All faculty members unanimously agreed that the course title should be changed to include a definite temporal end point of 1877. One faculty member suggested that the course should be changed to 4 credits to bring it in line with the same offering at other area institutions. Another faculty member believes the catalog description should be updated to clarify it is covering material through the end of Reconstruction. That same faculty member suggested the final line of the catalog description (which specifies skills developed in the course) should be deleted in order to conform to the other descriptions. That same faculty member also suggested including the word "History" in the title in order to conform to most of the other descriptions.

HIS 2520: All faculty members unanimously agreed that the course title should be changed to include a definite temporal beginning point of 1877. One faculty member suggested that the course should be changed to 4 credits to bring it in line with the same offering at other area institutions. Another faculty member believes the catalog description should be updated to clarify it is covering material beginning with the end of Reconstruction. That same faculty member suggested the final line of the catalog description (which specifies skills developed in the course) should be deleted in order to conform to the other descriptions.

HIS 2610 and 2620: One faculty member suggested that the number of general education outcomes assigned to these courses be reviewed once the new list of outcomes is ratified. No revision is necessary at this time.

HCA 2200.....3 Credits
Fiscal Management in Health Care Facilities

The student will learn and apply accounting techniques to budgeting, cost controls and cost analysis in the health care facility. The student will also become familiar with the principles of the reimbursement formulas and various type of insurance coverage.

HCA 2250.....3 Credits
Legal Aspects of Health Service Management

The student will become familiar with the legal and historical background of the health care field, corporate liability, negligence and malpractice concepts. Emphasis will be placed on methods of preventing legal action rather than on defense. The student will also gain an understanding of ethical conduct related to patient care.

HCA 2300.....3 Credits
Problems and Policies of Health Care Facilities

The student will gain insight into the role of the health care facility in relation to the patient, the patient's family, the community and other related facilities. The student will discuss problems and policies relating to medical staff relationships, absenteeism, vandalism and patient abuse. The student will also be able to write a typical policy manual.

HCA 2401-6..... 1-6 Credits
Health Care Administration Externship

Prerequisites: Completion of Major Requirements in Health Care Administration Program.
 An externship will be required for students. The students will be assigned to selected health care facilities. A weekly seminar will be required to assess goals and discuss progress.

(HEA) HEALTH

HEA 1510.....3 Credits
Nutrition

The student will be able to identify the various essential nutrients, describe their physical, chemical and biological characteristics and describe the effects of dietary deficiencies and excesses. This course is recommended for Health Professions and Technologies students. Course/lab fees.

(HIS) HISTORY

HIS 1510.....4 Credits
World Civilizations to the Beginning of the Modern Era

General Education Attributes 1, 2, 4, 8, 10
 In this course we will trace human civilizations from their origins to the era of global interaction (16th century) by exploring their cultural, social, religious, economic and political institutions. We will draw comparisons in order to illustrate the diversity and similarity among civilizations and in order to develop a global view of world systems.

HIS 1520.....4 Credits
World Civilizations from the Modern Era

General Education Attributes 1, 2, 4, 8, 9, 10
 In this course we will trace major characteristics of human civilizations throughout the world beginning with the era of global interaction (16th century) until the present by exploring their cultural, social, ideological, economic and political institutions. We will draw comparisons in order to illustrate the diversity and similarity among civilizations and in order to develop a global view of world systems.

HIS 1550.....3 Credits
Contemporary World

General Education Attributes 1
 Contemporary World, 1945 to the present, involves a study of the political, cultural, social, economic, religious and intellectual life since World War II with special emphasis on placing contemporary man in his historical perspective today.

HIS 1650-1659..... 1-4 Credits
HIS 1660-1669..... 1-4 Credits
Topics in History (6 Credits Maximum)

General Education Attributes 1, 2
 This course will deal with specific topics of interest to the public from a historical perspective. The topics will vary from semester to semester. The student should consult the Schedule of Classes to discover what topics are being offered in the current semester. In studying each topic the student will become cognizant of the processes involved in historical research and writing. Emphasis will be directed to understanding the nature of primary and secondary sources, the reliability and objectivity of evidence, the relationship between fact and generalization, the relative input of individuals and institutions in events and the art of integrating divergent strands in historical developments.

HIS 1700.....3 Credits
Michigan History

General Education Attributes 1
 A survey of the development of Michigan from prehistoric times to the current day. The social, economic and political development of the state will be studied in relation to the history of the nation.

HIS 2510.....3 Credits
United States through the Civil War Era

General Education Attributes 1, 2, 8, 9
 In this course we will examine the dynamic interplay of social, political, military and cultural forces that shaped the development of what becomes the American Republic from the earliest contacts between Europeans and Native Americans until the end of the Civil War era. The course is designed to offer students ample opportunities to refine skills (i.e. thinking, reading, writing, speaking) that can be applied throughout their lifelong learning process.

HIS 2520.....3 Credits
United States History from the Civil War Era to the Present

General Education Attributes 1, 2, 8, 9, 10
 In this course we will examine selected aspects of the political, economic, social, military and diplomatic history of the United States since the Civil War era. Among the themes to be emphasized during the span of U.S. history are the growth, maturing and restructuring of an industrial society, the struggle of civil and human rights from the Civil War era to the present and the activist role of the U.S. in the international arena. The course is designed to offer students ample opportunities to refine skills (i.e. thinking, reading, writing, speaking) that can be applied throughout their lifelong learning process.

HIS 2610.....3 Credits
African American History to 1877

General Education Attributes 1, 2, 4, 8, 9
 This course examines the African American experience from the emergence of ancient African kingdoms through the Middle Passage to slavery in the Americas, from the abolitionist movement through the Civil War and Reconstruction. It discusses the evolution of black American slavery as a legal, social, economic and political institution. This course also studies African American religion, art, music and other contributions to American culture to 1877.

HIS 2620.....3 Credits
African American History from 1877 to the present

General Education Attributes 1, 2, 4, 8, 9
 This course is a survey of African Americans in the United States from 1877 to the present. It explores the post-Reconstruction era, civil rights and black nationalistic movements as the backdrop for considering problems facing a multiracial and pluralistic society today. It traces the development of African American religion, art, music and other contributions while also examining the concepts of racism, desegregation/integration and separatism and the role of law.

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: HIS 1510

Coordinator: Distribute this form to all full-time members of the discipline for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any NO answer:

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: HIS 1510

Coordinator: *Distribute this form to all full-time members of the discipline for every course listed in the catalog.*

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any NO answer:

This one is fine.

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: HIS 1520

Coordinator: Distribute this form to all full-time members of the discipline for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any NO answer:

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: HIS 1520

Coordinator: Distribute this form to all full-time members of the discipline for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any NO answer:

*This one is fine & open ended
to reflect movement
of time.*

Please return to Shawn Dry at Auburn Hills by March 24, 2008.

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: HIS 1550

Coordinator: *Distribute this form to all full-time members of the discipline for every course listed in the catalog.*

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input type="checkbox"/>	<input checked="" type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any NO answer:

- needs more outcomes*
- 2. think critically & creatively*
 - 8. appreciate diversity and commonality*
 - 9. develop a strong commitment to social responsibility*
 - 10. understand the global environment*

Please return to Shawn Dry at Auburn Hills by March 24, 2008.

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: HIS 1550

Coordinator: Distribute this form to all full-time members of the discipline for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any NO answer:

Please return to Shawn Dry at Auburn Hills by March 24, 2008.

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: HIS 1550

Coordinator: *Distribute this form to all full-time members of the discipline for every course listed in the catalog.*

CATALOG COURSE DESCRIPTION:

	Yes	<input checked="" type="checkbox"/>	No
Accurate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS			
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please explain any NO answer:

- use of gender term - man/his needs revision
- the date 1945 - Post WWII needs reconsideration altho this is ongoing. I would like to push for Contemporary to reflect concentration on last 25-30 years with lead-up background provided as needed. Also working on the global nature of course is an essential

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: HIS 1650-1659, 1660-1669

Coordinator: *Distribute this form to all full-time members of the discipline for every course listed in the catalog.*

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any NO answer:

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: HIS 1650-1659, 1660-1669

Coordinator: Distribute this form to all full-time members of the discipline for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	<i>Satisfies</i>	No
Accurate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>		<input type="checkbox"/>

NUMBER OF CREDITS

Appropriate

1-4 is misleading since 3 cr. hr is the norm.

Please explain any NO answer:

There may be no need for what originally was a travel option course under topic.

*Clarify - why 6 credits max?
Clarify in catalogue description just how much is context of topic & how much historical techniques & evidence evaluation.*

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: HIS 1700

Coordinator: Distribute this form to all full-time members of the discipline for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any NO answer:

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: HIS 1700

Coordinator: Distribute this form to all full-time members of the discipline for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any NO answer:

Please return to Shawn Dry at Auburn Hills by March 24, 2008.

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: HIS 1700

Coordinator: *Distribute this form to all full-time members of the discipline for every course listed in the catalog.*

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Sorter
LV

Please explain any NO answer:

*The first set of words
should be turned into a
sentence*

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: HIS 2510

Coordinator: *Distribute this form to all full-time members of the discipline for every course listed in the catalog.*

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Clear	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any NO answer:

title should be "United States History to 1877"
description should read "until the end of Reconstruction."
delete last line (not consistent with other descriptions)

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: HIS 2510

Coordinator: *Distribute this form to all full-time members of the discipline for every course listed in the catalog.*

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Please explain any NO answer:

US History should be 4
Credits, like it is at most
Schools in the Region.

Add "to 1877"

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: HIS 2510

Coordinator: *Distribute this form to all full-time members of the discipline for every course listed in the catalog.*

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any NO answer:

*Perhaps some definite
statement on date to end!*

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: HIS 2520

Coordinator: *Distribute this form to all full-time members of the discipline for every course listed in the catalog.*

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Clear	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any NO answer:

title should be "United States History from 1877 to the Present"
description should replace "Civil War" with "Reconstruction"
delete last line (not consistent with other descriptions)

Please return to Shawn Dry at Auburn Hills by March 24, 2008.

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: HIS 2520

Coordinator: Distribute this form to all full-time members of the discipline for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Please explain any NO answer:

Should be a 4 credit class.

Add "from 1877 to Present"

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: HIS 2520

Coordinator: *Distribute this form to all full-time members of the discipline for every course listed in the catalog.*

CATALOG COURSE DESCRIPTION:

	Yes		No
Accurate	<input type="checkbox"/>		<input type="checkbox"/>
Clear	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input type="checkbox"/>		<input type="checkbox"/>
NUMBER OF CREDITS			
Appropriate	<input checked="" type="checkbox"/>		<input type="checkbox"/>

Please explain any NO answer:

*Again perhaps
clarifying the beginning
would help.*

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: HIS 2610

Coordinator: Distribute this form to all full-time members of the discipline for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>

NUMBER OF CREDITS

Appropriate

<input checked="" type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------

Please explain any NO answer:

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: HIS 2610

Coordinator: *Distribute this form to all full-time members of the discipline for every course listed in the catalog.*

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
-------	-------------------------------------	--------------------------

Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
---------	-------------------------------------	--------------------------

NUMBER OF CREDITS

Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Please explain any NO answer:

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: HIS 2610

Coordinator: *Distribute this form to all full-time members of the discipline for every course listed in the catalog.*

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
-------	-------------------------------------	--------------------------

Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
---------	-------------------------------------	--------------------------

NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any NO answer:

*too many attributes but
that will possibly change
with Gen Ed*

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: HIS 2620

Coordinator: *Distribute this form to all full-time members of the discipline for every course listed in the catalog.*

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any NO answer:

"present" should be capitalized in the title

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: HIS 2620

Coordinator: Distribute this form to all full-time members of the discipline for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
-------	-------------------------------------	--------------------------

Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
---------	-------------------------------------	--------------------------

NUMBER OF CREDITS

Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Please explain any NO answer:

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: HIS 2620

Coordinator: *Distribute this form to all full-time members of the discipline for every course listed in the catalog.*

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any NO answer:

*But too many attributes
to assess successfully*

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

HIS 1510

Course Number	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	8/8	100%
Course Goals	7/8	88%
Grading Standards and Practices	8/8	100%
Tentative Schedule of Assignments and Tests	6/8	75%
Recommended Items (per Academic Senate)		
Course Name and Number	Number: 8/8; Name: 2/8	Number: 100%; Name: 25%
Instructor, Office Location, Method of Contact	Contact: 7/8; Others: 8/8	Contact: 88%; Others: 100%
Office Hours	7/8	88%
Available Assistance	6/8 (1 wrong)	75%
Course Catalog Description with Prerequisites	5/8	63%
General Education Attributes (where pertinent)	2/8	25%
Required Books and Supplies	8/8	100%
List of Supportive Materials (where available)	1/8	13%
Evaluation/Testing System & Policies	8/8	100%
Attendance Policy	6/8	75%
Safety Instructions	0/8	0%
Disclaimer Allowing for Reasonable Revisions	5/8	63%
Optional Items		
Semester Meeting Times & Room	Times: 7/8; Room: 6/8	Times: 88%; Room: 75%
Teaching/Learning Strategies	7/8	88%
Applicable Forms Pertinent to Course	3/8	38%
Reference to Student Policies in OCC Catalog	4/8	50%
Policy on Use of Computing Resources	0/8	0%
Description of Required Computing Skills	3/8	38%
Policy on Plagiarism	7/8	88%
Student Bill of Responsibilities	3/8	38%

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

HIS 1520

Course Number	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	4/6	67%
Course Goals	5/6	83%
Grading Standards and Practices	6/6	100%
Tentative Schedule of Assignments and Tests	5/6	83%
Recommended Items (per Academic Senate)		
Course Name and Number	Number: 6/6; Name: 1/6	Number: 100%; Name: 17%
Instructor, Office Location, Method of Contact	Office: 3/6; Others: 5/6	Office: 50%; Others: 83%
Office Hours	3/6	50%
Available Assistance	4/6	67%
Course Catalog Description with Prerequisites	4/6	67%
General Education Attributes (where pertinent)	Some: 3/6; All: 2/6	Some: 50%; All: 33%
Required Books and Supplies	6/6	100%
List of Supportive Materials (where available)	1/6	17%
Evaluation/Testing System & Policies	5/6	83%
Attendance Policy	5/6	83%
Safety Instructions	0/6	0%
Disclaimer Allowing for Reasonable Revisions	5/6	83%
Optional Items		
Semester Meeting Times & Room	4/6	67%
Teaching/Learning Strategies	5/6	83%
Applicable Forms Pertinent to Course	2/6	33%
Reference to Student Policies in OCC Catalog	3/6	50%
Policy on Use of Computing Resources	0/6	0%
Description of Required Computing Skills	2/6	33%
Policy on Plagiarism	5/6	83%
Student Bill of Responsibilities	2/6	33%

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

HIS 1550

Course Number	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	2/2	100%
Course Goals	1/2	50%
Grading Standards and Practices	2/2	100%
Tentative Schedule of Assignments and Tests	2/2	100%
Recommended Items (per Academic Senate)		
Course Name and Number	2/2	100%
Instructor, Office Location, Method of Contact	Office: 1/2; Others: 2/2	Office: 50%; Others: 100%
Office Hours	1/2	50%
Available Assistance	0/2	0%
Course Catalog Description with Prerequisites	2/2	100%
General Education Attributes (where pertinent)	2/2	100%
Required Books and Supplies	2/2	100%
List of Supportive Materials (where available)	0/2	0%
Evaluation/Testing System & Policies	2/2	100%
Attendance Policy	2/2	100%
Safety Instructions	0/2	0%
Disclaimer Allowing for Reasonable Revisions	1/2	50%
Optional Items		
Semester Meeting Times & Room	2/2	100%
Teaching/Learning Strategies	1/2	50%
Applicable Forms Pertinent to Course	0/2	0%
Reference to Student Policies in OCC Catalog	1/2	50%
Policy on Use of Computing Resources	0/2	0%
Description of Required Computing Skills	0/2	0%
Policy on Plagiarism	1/2	50%
Student Bill of Responsibilities	1/2	50%

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

HIS 1650-1659, 1660-1669

Course Number	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	1/1	100%
Course Goals	1/1	100%
Grading Standards and Practices	1/1	100%
Tentative Schedule of Assignments and Tests	1/1	100%
Recommended Items (per Academic Senate)		
Course Name and Number	1/1	100%
Instructor, Office Location, Method of Contact	1/1	100%
Office Hours	1/1	100%
Available Assistance	1/1	100%
Course Catalog Description with Prerequisites	1/1	100%
General Education Attributes (where pertinent)	1/1	100%
Required Books and Supplies	1/1	100%
List of Supportive Materials (where available)	1/1	100%
Evaluation/Testing System & Policies	1/1	100%
Attendance Policy	1/1	100%
Safety Instructions	0/1	0%
Disclaimer Allowing for Reasonable Revisions	1/1	100%
Optional Items		
Semester Meeting Times & Room	1/1	100%
Teaching/Learning Strategies	1/1	100%
Applicable Forms Pertinent to Course	1/1	100%
Reference to Student Policies in OCC Catalog	1/1	100%
Policy on Use of Computing Resources	0/1	0%
Description of Required Computing Skills	1/1	100%
Policy on Plagiarism	1/1	100%
Student Bill of Responsibilities	0/1	0%

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

HIS 1700

Course Number	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	2/3	67%
Course Goals	3/3	100%
Grading Standards and Practices	3/3	100%
Tentative Schedule of Assignments and Tests	3/3	100%
Recommended Items (per Academic Senate)		
Course Name and Number	3/3	100%
Instructor, Office Location, Method of Contact	3/3	100%
Office Hours	3/3	100%
Available Assistance	0/3	0%
Course Catalog Description with Prerequisites	0/3	0%
General Education Attributes (where pertinent)	0/3	0%
Required Books and Supplies	3/3	100%
List of Supportive Materials (where available)	2/3	67%
Evaluation/Testing System & Policies	2/3	67%
Attendance Policy	2/3	67%
Safety Instructions	0/3	0%
Disclaimer Allowing for Reasonable Revisions	2/3	67%
Optional Items		
Semester Meeting Times & Room	2/3	67%
Teaching/Learning Strategies	2/3	67%
Applicable Forms Pertinent to Course	0/3	0%
Reference to Student Policies in OCC Catalog	0/3	0%
Policy on Use of Computing Resources	0/3	0%
Description of Required Computing Skills	0/3	0%
Policy on Plagiarism	2/3	67%
Student Bill of Responsibilities	0/3	0%

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

HIS 2510

Course Number	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	7/7	100%
Course Goals	6/7	86%
Grading Standards and Practices	7/7	100%
Tentative Schedule of Assignments and Tests	6/7	86%
Recommended Items (per Academic Senate)		
Course Name and Number	Name: 3/7; Number: 7/7	Name: 43%; Number: 100%
Instructor, Office Location, Method of Contact	Office: 5/7; Others: 7/7	Office: 71%; Others: 100%
Office Hours	3/7	43%
Available Assistance	1/7	14%
Course Catalog Description with Prerequisites	7/7	100%
General Education Attributes (where pertinent)	Some: 2/7; All: 1/7	Some: 29%; All: 14%
Required Books and Supplies	7/7	100%
List of Supportive Materials (where available)	2/7	29%
Evaluation/Testing System & Policies	4/7	57%
Attendance Policy	6/7	86%
Safety Instructions	0/7	0%
Disclaimer Allowing for Reasonable Revisions	3/7	43%
Optional Items		
Semester Meeting Times & Room	6/7	86%
Teaching/Learning Strategies	5/7	71%
Applicable Forms Pertinent to Course	3/7	43%
Reference to Student Policies in OCC Catalog	0/7	0%
Policy on Use of Computing Resources	0/7	0%
Description of Required Computing Skills	0/7	0%
Policy on Plagiarism	3/7	43%
Student Bill of Responsibilities	0/7	0%

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

HIS 2520

Course Number	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	6/7	86%
Course Goals	6/7	86%
Grading Standards and Practices	7/7	100%
Tentative Schedule of Assignments and Tests	6/7	86%
Recommended Items (per Academic Senate)		
Course Name and Number	Name: 1/7; Number: 7/7	Name: 14%; Number: 100%
Instructor, Office Location, Method of Contact	Office: 4/7; Others: 7/7	Office: 57%; Others: 100%
Office Hours	4/7	57%
Available Assistance	3/7	43%
Course Catalog Description with Prerequisites	3/7	43%
General Education Attributes (where pertinent)	Some: 3/7; All: 1/7	Some: 43%; All: 14%
Required Books and Supplies	7/7	100%
List of Supportive Materials (where available)	4/7	57%
Evaluation/Testing System & Policies	5/7	71%
Attendance Policy	7/7	100%
Safety Instructions	0/7	0%
Disclaimer Allowing for Reasonable Revisions	5/7	71%
Optional Items		
Semester Meeting Times & Room	5/7	71%
Teaching/Learning Strategies	5/7	71%
Applicable Forms Pertinent to Course	2/7	29%
Reference to Student Policies in OCC Catalog	0/7	0%
Policy on Use of Computing Resources	0/7	0%
Description of Required Computing Skills	0/7	0%
Policy on Plagiarism	6/7	86%
Student Bill of Responsibilities	1/7	14%

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

HIS 2610

Course Number	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	1/1	100%
Course Goals	1/1	100%
Grading Standards and Practices	1/1	100%
Tentative Schedule of Assignments and Tests	1/1	100%
Recommended Items (per Academic Senate)		
Course Name and Number	Name: 0/1; Number: 1/1	Name: 0%; Number: 100%
Instructor, Office Location, Method of Contact	Office: 0/1; Others: 1/1	Office: 0%; Others: 100%
Office Hours	1/1	100%
Available Assistance	1/1	100%
Course Catalog Description with Prerequisites	1/1	100%
General Education Attributes (where pertinent)	0/1	0%
Required Books and Supplies	1/1	100%
List of Supportive Materials (where available)	0/1	0%
Evaluation/Testing System & Policies	1/1	100%
Attendance Policy	1/1	100%
Safety Instructions	0/1	0%
Disclaimer Allowing for Reasonable Revisions	0/1	0%
Optional Items		
Semester Meeting Times & Room	1/1	100%
Teaching/Learning Strategies	0/1	0%
Applicable Forms Pertinent to Course	0/1	0%
Reference to Student Policies in OCC Catalog	0/1	0%
Policy on Use of Computing Resources	0/1	0%
Description of Required Computing Skills	0/1	0%
Policy on Plagiarism	1/1	100%
Student Bill of Responsibilities	0/1	0%

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

HIS 2620

Course Number	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	2/2	100%
Course Goals	1/2	50%
Grading Standards and Practices	2/2	100%
Tentative Schedule of Assignments and Tests	2/2	100%
Recommended Items (per Academic Senate)		
Course Name and Number	Name: 1/2; Number: 2/2	Name: 50%; Number: 100%
Instructor, Office Location, Method of Contact	Office: 1/2; Others: 2/2	Office: 50%; Others: 100%
Office Hours	2/2	100%
Available Assistance	1/2	50%
Course Catalog Description with Prerequisites	2/2	100%
General Education Attributes (where pertinent)	0/2	0%
Required Books and Supplies	2/2	100%
List of Supportive Materials (where available)	0/2	0%
Evaluation/Testing System & Policies	2/2	100%
Attendance Policy	2/2	100%
Safety Instructions	0/2	0%
Disclaimer Allowing for Reasonable Revisions	1/2	50%
Optional Items		
Semester Meeting Times & Room	2/2	100%
Teaching/Learning Strategies	0/2	0%
Applicable Forms Pertinent to Course	0/2	0%
Reference to Student Policies in OCC Catalog	0/2	0%
Policy on Use of Computing Resources	0/2	0%
Description of Required Computing Skills	0/2	0%
Policy on Plagiarism	1/2	50%
Student Bill of Responsibilities	0/2	0%

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW, (CONTINUED)

Coordinator: After reviewing the Data Analysis forms on all the courses in the Discipline/Program, please summarize your analysis of whether or not there are course syllabi in your Discipline/Program that need revision due to inconsistencies or omissions, or other issues.

SYLLABUS REVIEW SUMMARY:

The syllabi of the full-time faculty are in pretty good shape. Aside from playing a bit fast and loose with the titles of the courses, these syllabi include all the necessary elements.

The syllabi of the adjuncts are another story. They are fraught with errors and deficiencies, including but not limited to incorrect course names, missing or altered catalog descriptions, missing semester schedules, and even a lack of ADA notifications. Worst of all (in my opinion), some adjuncts have taken it upon themselves to redefine the courses themselves and teach whatever they like, regardless of the predetermined descriptions.

My strong recommendation is that the full-time faculty take a more active role in monitoring the syllabi and teaching of the adjuncts on their campus.

DATA COLLECTION

CORE REVIEW

B. SYLLABUS REVIEW

FOR: 1510
Course Number

INSTRUCTORS ⇨	1	2	3	4	5	6	7	8
Mandatory Items (per FMA and Federal Law)								
ADA Notification	✓	✓	✓	✓	✓	✓	✓	✓
Course Goals	✓	✓	✓		✓	✓	✓	✓
Grading Standards and Practices	✓	✓	✓	✓	✓	✓	✓	✓
Tentative Schedule of Assignments and Tests		✓	✓	✓		✓	✓	✓
Recommended Items (per Academic Senate)								
Course Name and Number	wrong name	✓	wrong name	✓				
Instructor, Office Location, Method of Contact	✓	✓	no contact	✓	✓	✓	✓	✓
Office Hours		✓	✓	✓	✓	✓	✓	✓
Available Assistance		✓	wrong		✓	✓	✓	✓
Course Catalog Description with Prerequisites	✓	✓		✓			✓	✓
General Education Attributes (where pertinent)							✓	✓
Required Books and Supplies	✓	✓	✓	✓	✓	✓	✓	✓
List of Supportive Materials (where available)								✓
Evaluation/Testing System & Policies	✓	✓	✓	✓	✓	✓	✓	✓
Attendance Policy	✓	✓	✓		✓		✓	✓
Safety Instructions								
Disclaimer Allowing for Reasonable Revisions		✓			✓	✓	✓	✓
Optional Items								
Semester Meeting Times & Room	not room	✓	not room	✓	not meet	✓	✓	✓
Teaching/Learning Strategies	✓		✓	✓	✓	✓	✓	✓
Applicable Forms Pertinent to Course	✓					✓		✓
Reference to Student Policies in OCC Catalog					✓	✓	✓	✓
Policy on Use of Computing Resources								
Description of Required Computing Skills	✓						✓	✓
Policy on Plagiarism		✓	✓	✓	✓	✓	✓	✓
Student Bill of Responsibilities					✓	✓	✓	

Coordinator: Ask all full-time and adjunct faculty to send you the syllabi for all of their courses by a given date. Use this form to collect information about their syllabi.

- 1. Al Eppens, RO adjunct
- 2. Peter Kolinski, RO adjunct
- 3. Kenneth Shepherd, SF adjunct
- 4. Angella Smith, SF adjunct
- 5. Jeremy Wolf, OR adjunct

- 6. Mike Vollbach, HL full-time
- 7. Marilyn Kokoszka, OR full-time
- 8. Shawn Dry, AH full-time

DATA COLLECTION

CORE REVIEW

B. SYLLABUS REVIEW

FOR: 1520
Course Number

INSTRUCTORS ⇨	1	2	3	4	5	6			
Mandatory Items (per FMA and Federal Law)									
ADA Notification	✓			✓	✓	✓			
Course Goals	✓		✓	✓	✓	✓			
Grading Standards and Practices	✓	✓	✓	✓	✓	✓			
Tentative Schedule of Assignments and Tests	✓	✓		✓	✓	✓			
Recommended Items (per Academic Senate)									
Course Name and Number	wrong name	✓							
Instructor, Office Location, Method of Contact	no office		no office	✓	✓	✓			
Office Hours				✓	✓	✓			
Available Assistance	✓			✓	✓	✓			
Course Catalog Description with Prerequisites	✓		✓		✓	✓			
General Education Attributes (where pertinent)			#s only		✓	✓			
Required Books and Supplies	✓	✓	✓	✓	✓	✓			
List of Supportive Materials (where available)						✓			
Evaluation/Testing System & Policies		✓	✓	✓	✓	✓			
Attendance Policy	✓	✓	✓		✓	✓			
Safety Instructions									
Disclaimer Allowing for Reasonable Revisions	✓	✓		✓	✓	✓			
Optional Items									
Semester Meeting Times & Room			✓	✓	✓	✓			
Teaching/Learning Strategies		✓	✓	✓	✓	✓			
Applicable Forms Pertinent to Course				✓		✓			
Reference to Student Policies in OCC Catalog				✓	✓	✓			
Policy on Use of Computing Resources									
Description of Required Computing Skills					✓	✓			
Policy on Plagiarism		✓	✓	✓	✓	✓			
Student Bill of Responsibilities				✓	✓				

Coordinator: Ask all full-time and adjunct faculty to send you the syllabi for all of their courses by a given date. Use this form to collect information about their syllabi.

1. Don Keko, OR adjunct
2. Ron Marinucci, RO adjunct
3. Carolyn Kantzler, RO adjunct
4. Mike Vollbach, AL full-time
5. Marilyn Kokoszka, OR full-time

6. Shawn Dry, AH full-time

DATA COLLECTION

CORE REVIEW

B. SYLLABUS REVIEW

FOR: 1550
Course Number

INSTRUCTORS ⇨	1	2							
Mandatory Items (per FMA and Federal Law)									
ADA Notification	✓	✓							
Course Goals		✓							
Grading Standards and Practices	✓	✓							
Tentative Schedule of Assignments and Tests	✓	✓							
Recommended Items (per Academic Senate)									
Course Name and Number	✓	✓							
Instructor, Office Location, Method of Contact	no office	✓							
Office Hours	✓								
Available Assistance									
Course Catalog Description with Prerequisites	✓	✓							
General Education Attributes (where pertinent)	✓	#5 only							
Required Books and Supplies	✓	✓							
List of Supportive Materials (where available)									
Evaluation/Testing System & Policies	✓	✓							
Attendance Policy	✓	✓							
Safety Instructions									
Disclaimer Allowing for Reasonable Revisions	✓								
Optional Items									
Semester Meeting Times & Room	✓	✓							
Teaching/Learning Strategies		✓							
Applicable Forms Pertinent to Course									
Reference to Student Policies in OCC Catalog		✓							
Policy on Use of Computing Resources									
Description of Required Computing Skills									
Policy on Plagiarism		✓							
Student Bill of Responsibilities		✓							

Coordinator: Ask all full-time and adjunct faculty to send you the syllabi for all of their courses by a given date. Use this form to collect information about their syllabi.

1. Keith Jacobson, OR adjunct
2. Duane Ashley, RO adjunct

DATA COLLECTION

CORE REVIEW

B. SYLLABUS REVIEW

FOR: 1650-1659, 1660-1669
Course Number

INSTRUCTORS ⇨										
	1									
Mandatory Items (per FMA and Federal Law)										
ADA Notification	✓									
Course Goals	✓									
Grading Standards and Practices	✓									
Tentative Schedule of Assignments and Tests	✓									
Recommended Items (per Academic Senate)										
Course Name and Number	✓									
Instructor, Office Location, Method of Contact	✓									
Office Hours	✓									
Available Assistance	✓									
Course Catalog Description with Prerequisites	✓									
General Education Attributes (where pertinent)	✓									
Required Books and Supplies	✓									
List of Supportive Materials (where available)	✓									
Evaluation/Testing System & Policies	✓									
Attendance Policy	✓									
Safety Instructions										
Disclaimer Allowing for Reasonable Revisions	✓									
Optional Items										
Semester Meeting Times & Room	✓									
Teaching/Learning Strategies	✓									
Applicable Forms Pertinent to Course	✓									
Reference to Student Policies in OCC Catalog	✓									
Policy on Use of Computing Resources										
Description of Required Computing Skills	✓									
Policy on Plagiarism	✓									
Student Bill of Responsibilities										

Coordinator: Ask all full-time and adjunct faculty to send you the syllabi for all of their courses by a given date. Use this form to collect information about their syllabi.

1. Shawn Dry, AH full-time

DATA COLLECTION

CORE REVIEW

B. SYLLABUS REVIEW

FOR: 1700
Course Number

INSTRUCTORS ⇨	1	2	3						
Mandatory Items (per FMA and Federal Law)									
ADA Notification	✓		✓						
Course Goals	✓	✓	✓						
Grading Standards and Practices	✓	✓	✓						
Tentative Schedule of Assignments and Tests	✓	✓	✓						
Recommended Items (per Academic Senate)									
Course Name and Number	✓	✓	✓						
Instructor, Office Location, Method of Contact	✓	✓	✓						
Office Hours	✓	✓	✓						
Available Assistance									
Course Catalog Description with Prerequisites									
General Education Attributes (where pertinent)									
Required Books and Supplies	✓	✓	✓						
List of Supportive Materials (where available)	✓	✓							
Evaluation/Testing System & Policies	✓	✓							
Attendance Policy	✓	✓							
Safety Instructions									
Disclaimer Allowing for Reasonable Revisions	✓	✓							
Optional Items									
Semester Meeting Times & Room		✓	✓						
Teaching/Learning Strategies	✓	✓							
Applicable Forms Pertinent to Course									
Reference to Student Policies in OCC Catalog									
Policy on Use of Computing Resources									
Description of Required Computing Skills									
Policy on Plagiarism	✓	✓							
Student Bill of Responsibilities									

Coordinator: Ask all full-time and adjunct faculty to send you the syllabi for all of their courses by a given date. Use this form to collect information about their syllabi.

1. Billie Taylor, AH adjunct
2. Joseph Oldenburg, OR adjunct
3. Alan MacLachlan, RO adjunct

DATA COLLECTION

CORE REVIEW

B. SYLLABUS REVIEW

FOR: 2510
Course Number

INSTRUCTORS ⇨	1	2	3	4	5	6	7		
Mandatory Items (per FMA and Federal Law)									
ADA Notification	✓	✓	✓	✓	✓	✓	✓		
Course Goals	✓		✓	✓	✓	✓	✓		
Grading Standards and Practices	✓	✓	✓	✓	✓	✓	✓		
Tentative Schedule of Assignments and Tests	✓	✓		✓	✓	✓	✓		
Recommended Items (per Academic Senate)									
Course Name and Number	wrong name	wrong name	✓	wrong name	✓	wrong name	✓		
Instructor, Office Location, Method of Contact	✓	no office	✓	✓	no office	✓	✓		
Office Hours	✓			✓		✓			
Available Assistance						✓			
Course Catalog Description with Prerequisites	✓	✓	✓	✓	✓	✓	✓		
General Education Attributes (where pertinent)	1/2					✓			
Required Books and Supplies	✓	✓	✓	✓	✓	✓	✓		
List of Supportive Materials (where available)	✓					✓			
Evaluation/Testing System & Policies			✓	✓		✓	✓		
Attendance Policy	✓	✓	✓		✓	✓	✓		
Safety Instructions									
Disclaimer Allowing for Reasonable Revisions					✓	✓	✓		
Optional Items									
Semester Meeting Times & Room	✓		✓	✓	✓	✓	✓		
Teaching/Learning Strategies	✓		✓	✓		✓	✓		
Applicable Forms Pertinent to Course	✓		✓	✓					
Reference to Student Policies in OCC Catalog									
Policy on Use of Computing Resources									
Description of Required Computing Skills									
Policy on Plagiarism	✓				✓		✓		
Student Bill of Responsibilities									

Coordinator: Ask all full-time and adjunct faculty to send you the syllabi for all of their courses by a given date. Use this form to collect information about their syllabi.

1. Jon Wiarda, AH adjunct
2. Don Keko, AH adjunct
3. Al Eppens, RO adjunct
4. Alan Maclellan, RO adjunct
5. John Mousty, RO adjunct

6. Tony Baracco, OR full-time
7. Christine Sobczak, HL adjunct

DATA COLLECTION

CORE REVIEW

B. SYLLABUS REVIEW

FOR: 2520
Course Number

INSTRUCTORS ⇨	1	2	3	4	5	6	7		
Mandatory Items (per FMA and Federal Law)									
ADA Notification	✓	✓	✓	✓	✓	✓			
Course Goals	✓		✓	✓	✓	✓			
Grading Standards and Practices	✓	✓	✓	✓	✓	✓	✓		
Tentative Schedule of Assignments and Tests	✓	✓	✓	✓		✓	✓		
Recommended Items (per Academic Senate)									
Course Name and Number	wrong name	wrong name	wrong name	✓	wrong name	wrong name	no name		
Instructor, Office Location, Method of Contact	✓	no office	✓	no office	✓	✓	no office		
Office Hours	✓		✓		✓	✓			
Available Assistance		✓			✓	✓			
Course Catalog Description with Prerequisites		✓		✓		✓			
General Education Attributes (where pertinent)	1/2	its only				✓			
Required Books and Supplies	✓	✓	✓	✓	✓	✓	✓		
List of Supportive Materials (where available)	✓	✓	✓			✓			
Evaluation/Testing System & Policies		✓		✓	✓	✓	✓		
Attendance Policy	✓	✓	✓	✓	✓	✓	✓		
Safety Instructions									
Disclaimer Allowing for Reasonable Revisions		✓		✓	✓	✓	✓		
Optional Items									
Semester Meeting Times & Room	✓	✓		✓	not met time	✓	no room		
Teaching/Learning Strategies	✓			✓	✓	✓	✓		
Applicable Forms Pertinent to Course	✓	✓							
Reference to Student Policies in OCC Catalog									
Policy on Use of Computing Resources									
Description of Required Computing Skills									
Policy on Plagiarism	✓	✓	✓	✓	✓		✓		
Student Bill of Responsibilities					✓				

Coordinator: Ask all full-time and adjunct faculty to send you the syllabi for all of their courses by a given date. Use this form to collect information about their syllabi.

1. Jon Wiarda, AH adjunct
2. Jeff Kess, AH adjunct
3. Andrew Hall, RO adjunct
4. John Mousty, RO adjunct

5. Jeremy Wolf, HL adjunct
6. Tony Berocco, OR full-time
7. Ron Marinucci, HL adjunct

DATA COLLECTION

CORE REVIEW

B. SYLLABUS REVIEW

FOR: 2610
Course Number

INSTRUCTORS ⇨	1									
Mandatory Items (per FMA and Federal Law)										
ADA Notification	✓									
Course Goals	✓									
Grading Standards and Practices	✓									
Tentative Schedule of Assignments and Tests	✓									
Recommended Items (per Academic Senate)										
Course Name and Number	✓									
Instructor, Office Location, Method of Contact	✓									
Office Hours	✓									
Available Assistance	✓									
Course Catalog Description with Prerequisites	✓									
General Education Attributes (where pertinent)										
Required Books and Supplies	✓									
List of Supportive Materials (where available)										
Evaluation/Testing System & Policies	✓									
Attendance Policy	✓									
Safety Instructions										
Disclaimer Allowing for Reasonable Revisions										
Optional Items										
Semester Meeting Times & Room	✓									
Teaching/Learning Strategies										
Applicable Forms Pertinent to Course										
Reference to Student Policies in OCC Catalog										
Policy on Use of Computing Resources										
Description of Required Computing Skills										
Policy on Plagiarism	✓									
Student Bill of Responsibilities										

Coordinator: Ask all full-time and adjunct faculty to send you the syllabi for all of their courses by a given date. Use this form to collect information about their syllabi.

1. Mark Shopley, SF adjunct

DATA COLLECTION

CORE REVIEW

B. SYLLABUS REVIEW

FOR: 2620
Course Number

INSTRUCTORS →	1	2							
Mandatory Items (per FMA and Federal Law)									
ADA Notification	✓	✓							
Course Goals		✓							
Grading Standards and Practices	✓	✓							
Tentative Schedule of Assignments and Tests	✓	✓							
Recommended Items (per Academic Senate)									
Course Name and Number	✓	work name							
Instructor, Office Location, Method of Contact	no office	✓							
Office Hours	✓	✓							
Available Assistance		✓							
Course Catalog Description with Prerequisites	✓	✓							
General Education Attributes (where pertinent)	49 only								
Required Books and Supplies	✓	✓							
List of Supportive Materials (where available)									
Evaluation/Testing System & Policies	✓	✓							
Attendance Policy	✓	✓							
Safety Instructions									
Disclaimer Allowing for Reasonable Revisions	✓								
Optional Items									
Semester Meeting Times & Room	✓	✓							
Teaching/Learning Strategies									
Applicable Forms Pertinent to Course									
Reference to Student Policies in OCC Catalog									
Policy on Use of Computing Resources									
Description of Required Computing Skills									
Policy on Plagiarism		✓							
Student Bill of Responsibilities									

Coordinator: Ask all full-time and adjunct faculty to send you the syllabi for all of their courses by a given date. Use this form to collect information about their syllabi.

1. Keith Jacobson, OR adjunct
2. Mark Shapley, SF adjunct

DATA ANALYSIS

CORE REVIEW

C. ENROLLMENT TRENDS AND STUDENT RETENTION

Coordinator: The Dashboard report on your Discipline will collect the necessary data about Enrollment Trends and Student Retention. Use this form to review that data in the following areas. Please also attach Dashboard Data.

Enrollment (Use the Dashboard data on Average Section Size, Sections Filled to Capacity, Percent of Completed Sections, Percent Change in Headcount, and Percent Change in Credit Hours to discuss this area.)

According to the Dashboard report, the History discipline began a new trend in the 06-07 academic year—offering slightly fewer adjunct sections, with the result that fewer were cancelled (down to 9 from 22!) and more of them were filled to capacity (up to 90% from 85%). The total student headcount and credit hours offered went down only slightly. I am looking forward to seeing how these trends will continue with the addition of two new full-time faculty in fall 2008.

Minority Students (Use the Dashboard data on Minority Students to discuss this area.)

The percentage of minority students has remained around 23% for four straight years, well above the target score of 19%.

Student and Course Success (Use the Dashboard data on Percent of Withdrawals, Percent of Incompletes, and Student Course Completion Rate to discuss this area.)

The number of Incompletes has declined, while the number of Withdrawals has grown slightly. I am most pleased to note, however, that with the reduction of adjunct sections in 06-07, a larger percentage of students completed the courses successfully. This new completion rate (66.3%) is still lower than the Dashboard target score of 75%, but I have hopes that our new strategy of offering fewer adjunct sections will keep the completion rate climbing.

ENROLLMENT TRENDS AND STUDENT RETENTION REVIEW SUMMARY:

It is my opinion that the discipline should continue the practice it began in 06-07—offer fewer adjunct sections of courses so that fewer of them cancel and more of them fill. This is a prospect that is much more likely with the two new full-time faculty scheduled to be hired in fall 2008.

Program Dashboard

Detail Report

Prefix HIS
Title History

	Program				College Wide
	2006-07	2005-06	2004-05	2003-04	2006-07
Sections Filled to Capacity	90.5%	85.4%	85.1%	87.0%	84.4%
Percent of Completed Sections	93.6%	84.2%	89.4%	92.7%	90.7%
Headcount Trend Ratio	0.99	1.02	1.05	1.06	1.01
Credit Hour Trend Ratio	0.99	1.02	1.05	1.06	1.01
Percent of Minority Students	23.2%	22.3%	23.1%	23.2%	28.2%
Percent of Withdrawals	17.2%	16.3%	16.8%	15.2%	18.3%
Percent of Incompletes	1.3%	1.7%	2.1%	1.9%	1.5%
Student Course Completion Rate	66.3%	65.8%	65.9%	65.0%	67.7%
Dashboard Score	9.37	9.11	9.2	9.3	

Sections Filled to Capacity

Prefix HIS
Prefix Title History

	2006-07	2005-06	2004-05	2003-04
Total Students	4,326	4,552	4,689	4,507
Total Capacity	4,779	5,328	5,513	5,180
Sections Filled To Capacity	90.5%	85.4%	85.1%	87.0%

Definition:

The percent of all available seats which are filled on the terms official census date. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:

Total number of sections (credit courses only) that are filled to their designated capacity e.g. allocated seats divided by the total number of available seats in all sections throughout the academic year (July 1 through June 30). In other words, how many sections are filled to their capacity on the sections 1/10 day out of all sections? Include sections that are more than filled / overflowing in calculation.

One-Tenth Day data shows the capacity filled numbers at approximately 3 weeks after the Fall and Winter terms begin; and 1 week after the Summer I and II terms begin. This data will not provide additional enrollment data if the sections begin after the one-tenth day.

While a section may only have a few students enrolled in it the college is able to designate some sections as 'full' so that they are not cancelled (per OCCFA Master Agreement). Therefore some disciplines may show low fill capacity rates, and the college never cancelled the sections or condense the students into fewer sections offering the same course.

Percent of Completed Sections

Prefix HIS

Prefix Title History

	2006-07	2005-06	2004-05	2003-04
Active Sections	131	144	186	140
Cancelled Sections	9	27	22	11
Total Sections	140	171	208	151
Percent of Completed Sections	93.6%	84.2%	89.4%	92.7%

Definition:

Of all offered sections, the percent of sections that are completed (not cancelled). Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session, after grades are posted.

Methodology:

Annually, the total number of offered credit sections that are completed. Formula = number of completed credit sections divided by the total number of offered credit sections. In other words, the percent of these sections that are not cancelled.

Headcount Trend Ratio

Prefix HIS
Prefix Title History

	2006-07	2005-06	2004-05	2003-04
Headcount Year 1	4,507	4,323	4,122	3,776
Headcount Year 2	4,771	4,507	4,323	4,122
Headcount Year 3	4,583	4,771	4,507	4,323
Headcount Year 4	4,349	4,583	4,771	4,507
Headcount Period 1	4,620	4,534	4,317	4,074
Headcount Period 2	4,568	4,620	4,534	4,317
Headcount Ratio	0.99	1.02	1.05	1.06

Definition:

Trend in student headcount based on a three year rolling average. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term. (Note: this measure is not used in the calculation of the Program Dashboard score since it parallels trends depicted in Credit Hours.)

Methodology:

In order to establish a meaningful enrollment statistic which applies to large as well as small disciplines/programs a "ratio" was calculated based on a three year rolling average of student headcount.

The formula used to calculate this measure involves three simple steps:

- a. Year 1 + Year 2 + Year 3 / 3 = Period 1
- b. Year 2 + Year 3 + Year 4 / 3 = Period 2
- c. Period 2 / Period 1 = Ratio

If the ratio is greater than "1" this means there has been an enrollment increase. On the other hand, if the ratio is less than "1" this translates into an enrollment decline. The larger the number the larger the enrollment increase. Likewise, the lower the number the greater the enrollment decline.

Credit Hour Trend Ratio

Prefix HIS
Prefix Title History

	2006-07	2005-06	2004-05	2003-04
Credit Hour Year 1	15,830	15,137	14,482	13,303
Credit Hour Year 2	16,656	15,830	15,137	14,482
Credit Hour Year 3	16,001	16,656	15,830	15,137
Credit Hour Year 4	15,133	16,001	16,656	15,830
Credit Hour Period 1	16,162	15,874	15,150	14,307
Credit Hour Period 2	15,930	16,162	15,874	15,150
Credit Hour Ratio	0.99	1.02	1.05	1.06

Definition:

Trend in student credit hours based on a three year rolling average. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:

In order to establish a meaningful enrollment statistic which applies to large as well as small disciplines/programs a "ratio" was calculated based on a three year rolling average of student credit hours.

The formula used to calculate this measure involves three simple steps:

- a. Year 1 + Year 2 + Year 3 / 3 = Period 1
- b. Year 2 + Year 3 + Year 4 / 3 = Period 2
- c. Period 2 / Period 1 = Ratio

If the ratio is greater than "1" this means there has been an enrollment increase. On the other hand, if the ratio is less than "1" this translates into an enrollment decline. The larger the number the larger the enrollment increase. Likewise, the lower the number the greater the enrollment decline.

Percent of Minority Students

Prefix HIS
Prefix Title History

	2006-07	2005-06	2004-05	2003-04
Minority Students	936	874	962	910
Total Students	4,031	3,914	4,172	3,916
Percent of Minority Students	23.2%	22.3%	23.1%	23.2%

Definition:

The percent of students who are minority. Minority status is self-reported by the student and includes: African American, Asian, Hispanic, Native American Indian and Other. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: end of session for each term.

Methodology:

Percentages are based on known data and exclude missing information.

Percent of Withdrawals

Prefix HIS

Prefix Title History

	2006-07	2005-06	2004-05	2003-04
Total Withdrawals	725	718	758	649
Total Grades	4,223	4,412	4,525	4,263
Percent of Withdrawals	17.2%	16.3%	16.8%	15.2%

Definition:

The percent of students who withdraw from their course after the term begins. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:

Percent of withdrawals is derived by dividing the total number of student initiated withdrawals by the total number of grades and marks awarded throughout the academic year. The Withdrawal-Passing (WP), and Withdrawal-Failing (WF) are considered Withdrawals (W). Meanwhile, calculations exclude: Audit (AU), Not Attended (N), and Not Reported (NR).

Percent of Incompletes

Prefix HIS
Prefix Title History

	2005-06	2005-06	2004-05	2003-04
Total Incompletes	57	76	94	80
Total Grades	4,223	4,412	4,525	4,263
Percent of Incompletes	1.3%	1.7%	2.1%	1.9%

Definition:

The percent of students who receive an incomplete in their course. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:

Percent of incompletes is derived by dividing the total number of incompletes by the total number of grades and marks awarded throughout the academic year. The Continuous Progress (CP) grade is considered an Incomplete (I). Meanwhile, calculations exclude: Audit (AU), Not Attended (N), and Not Reported (NR).

Student Course Completion Rate

Prefix HIS

Prefix Title History

	2006-07	2005-06	2004-05	2003-04
Successful Grades	2,801	2,903	2,983	2,769
Total Student Grades	4,223	4,412	4,525	4,263
Student Course Completion Rate	66.3%	65.8%	65.9%	65.0%

Definition:

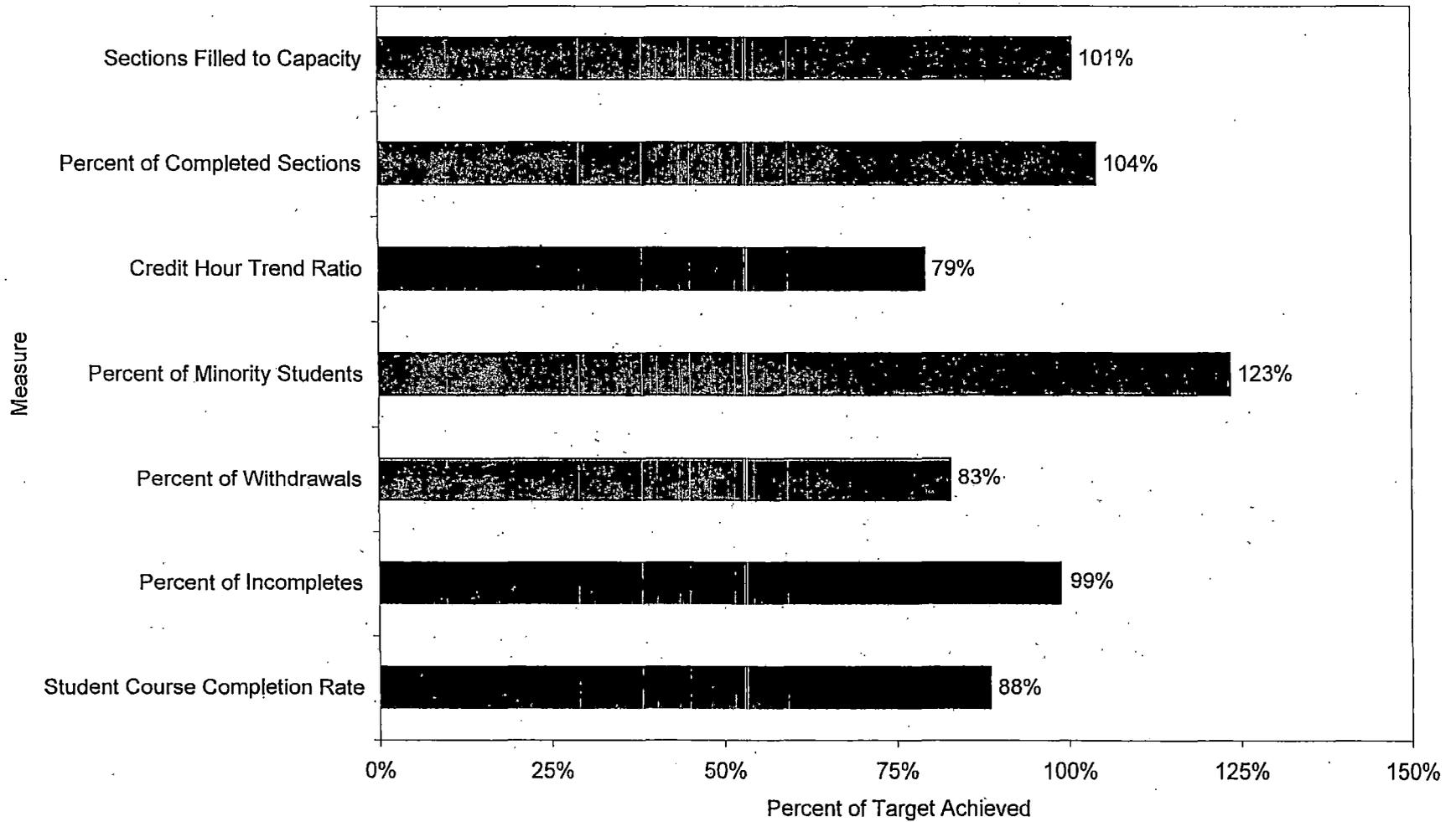
The percent of students who successfully complete a course with a grade of "C" or higher. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:

Student success rates are based on end of session data after all grades have been posted. Data includes grades from the entire academic year (Summer II, Fall, Winter, and Summer I). The following grades/marks are excluded from the calculation: Audit (AU), Not Attended (N) and Not Reported (NR).

Oakland Community College Program Dashboard Report 2006-07

History HIS



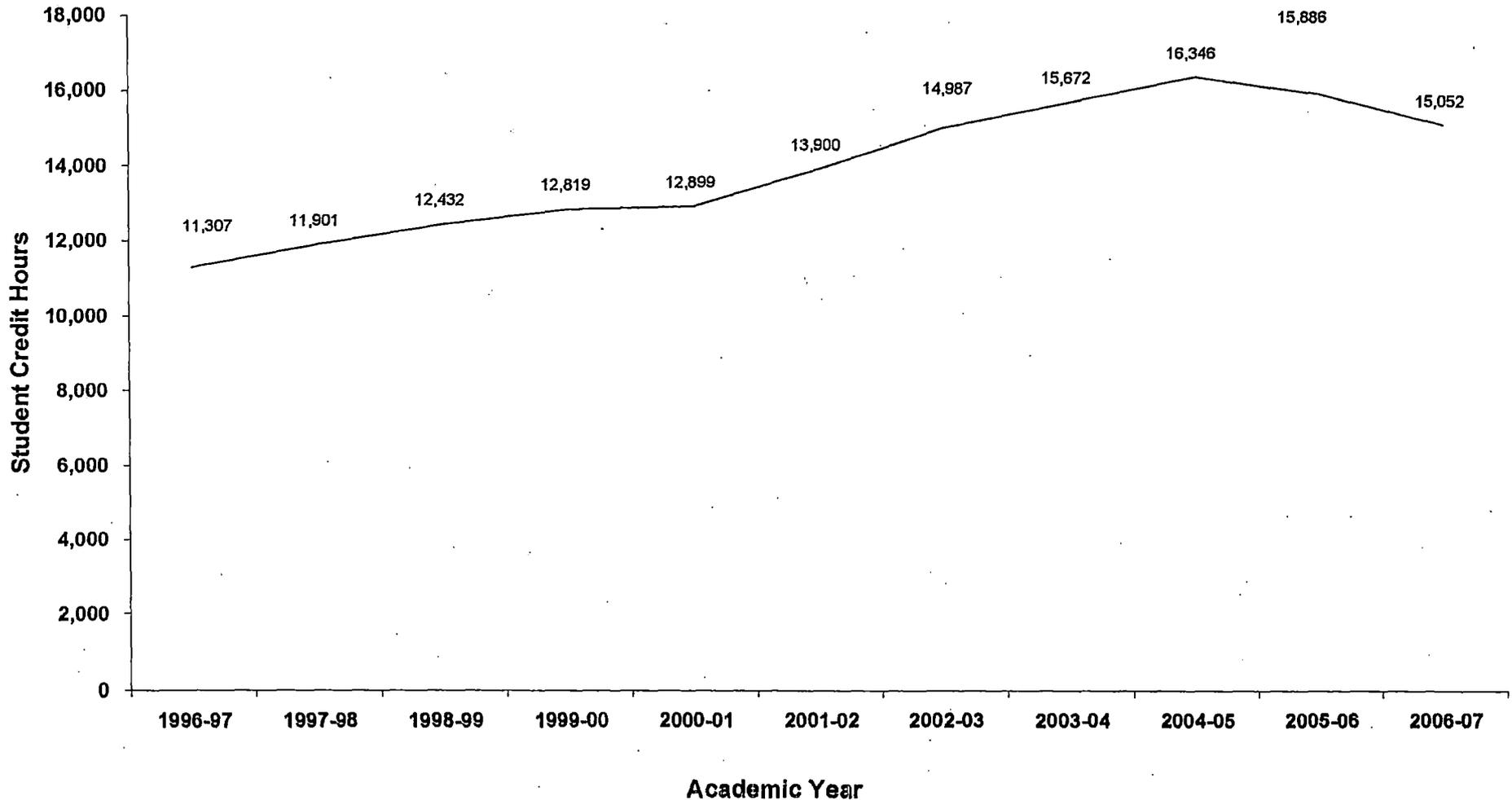
Oakland Community College Program Dashboard Report 2006-07

History HIS Dashboard Score: 9.37

Measures	Benchmarks			Percent of Target Achieved	Weight	Weighted Score
	Current Score	Trouble Score	Target Score			
Sections Filled to Capacity	90.5%	75.0%	90.0%	100.6%	18.0%	1.81
Percent of Completed Sections	93.6%	75.0%	90.0%	104.0%	14.2%	1.48
Credit Hour Trend Ratio	0.99	0.71	1.25	79.2%	15.3%	1.21
Percent of Minority Students	23.2%	16.9%	18.8%	123.4%	6.1%	0.75
Percent of Withdrawals	17.2%	15.0%	0.0%	82.8%	12.0%	0.99
Percent of Incompletes	1.3%	3.0%	0.0%	98.7%	7.9%	0.78
Student Course Completion Rate	66.3%	60.0%	75.0%	88.4%	26.5%	2.34

**Oakland Community College
Ten-Year Trend in Student Credit Hours
History
1996-97 through 2006-07**

	1996-97 SCH	1997-98 SCH	1998-99 SCH	1999-00 SCH	2000-01 SCH	2001-02 SCH	2002-03 SCH	2003-04 SCH	2004-05 SCH	2005-06 SCH	2006-07 SCH	5-Year % Change	10-Year % Change
History	11,307	11,901	12,432	12,819	12,899	13,900	14,987	15,672	16,346	15,886	15,052	8.3	33.1
College Wide Totals	443,471	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892	487,597	493,655	10.2	11.3



DATA ANALYSIS

CORE REVIEW

D. DISCIPLINE NEEDS AND RESOURCES

Coordinator: Please summarize the needs, resources, and curriculum actions indicated on the Data Collection forms.

What resources or services does your Discipline need?

The **full-time** instructors indicated a variety of needs. Several revolved around requests for technological services and equipment in order to keep the material and instructional methods up to date and fresh (IPhones, access to turnitin.com, and updated instructional media). Others indicated the need for additional full-time faculty, with the ideal being two full-time instructors at each campus (one world history and one American history specialist at each). With the scheduled hirings for fall 2008, only Highland Lakes and Royal Oak/Southfield will require a new hire to meet this request. Another faculty member pointed out that continued attendance at conferences would keep us all sharp and on the ball. Finally, one faculty member called for a more active and rigorous mentorship and monitoring of adjuncts.

The **adjunct** instructors echoed some of these concerns and added others of their own. One also called for access to turnitin.com, and another requested the updating of instructional media. Additional requests and concerns included a call for better wall maps, larger monitors in the classroom, cheaper textbooks for the students, faster classroom computers, and classroom wireless internet access. There was one request for access to a Blackboard site, which suggests that some adjuncts are not adequately informed of all the resources at their disposal (something that could be addressed by the mentoring recommendation above).

What curriculum revisions or development does your Discipline see as beneficial to instruction?

Some **full-time** instructors repeated requests and concerns expressed in the catalog description review (Part A), including changing the American history courses to four credit offerings and revising the Contemporary World course. Other curriculum suggestions included adding a Comparative Global History course to complement the new Global Studies program and "ownership" of the Global Studies Program by the History discipline. One faculty member called for greater college-wide consistency and cooperation in two ways: the continued development of common course curricula in order to standardize what is covered in the same courses across the college, and creating a college-wide discipline schedule of course offerings in order to avoid "bunching" and maximize coverage of all times and days.

Suggestions from the **adjuncts** fell into one of two categories. First, several adjuncts suggested the creation of new courses beyond the survey offerings in the catalog. One proposed a course on diversity studies, and another suggested one on historiography. The second group of suggestions called either for breaking the world and American surveys into three courses rather than two or for a separation of western history from world history, perhaps by creating an entire new western civilization series.

DISCIPLINE/PROGRAM NEEDS AND RESOURCES REVIEW SUMMARY:

All of these suggestions should be considered by the discipline, with the appropriate action taken at either the curriculum (for new courses and course changes) or academic supervisor (for technology requests) level. However, I am very concerned that the curricular requests of the adjuncts reflects a lack of understanding of the purpose of history courses at the community college level--broad surveys of large amounts of material rather than in-depth coverage of all periods. These are the same adjuncts identified as problematic in the syllabus review (Part B). I would strongly recommend replacing adjuncts who do not share the community college vision with full-time and adjunct instructors who do.

DATA COLLECTION

CORE REVIEW

D. DISCIPLINE NEEDS AND RESOURCES

Coordinator: Distribute this form to all full-time and adjunct faculty.

What resources or services does the Discipline need in order to improve instruction? Please explain the reason you are requesting each resource.

Turnitin.com for papers of students (checks plagiarism).
2 full-time instructors at each campus to reduce
the number of adjunct sections and improve offerings.

What curriculum revisions or development would enhance instruction in your Discipline?

Continued develop of common course curricula
in order to standardize ~~some~~ all courses, especially
where adjuncts are concerned.

More active mentorship and monitoring of adjuncts.

College-wide discipline schedule sharing to
avoid "bunching."

DATA COLLECTION

CORE REVIEW

D. DISCIPLINE NEEDS AND RESOURCES

Coordinator: Distribute this form to all full-time and adjunct faculty.

What resources or services does the Discipline need in order to improve instruction? Please explain the reason you are requesting each resource.

① US History Instructor at RO is necessary to meet the needs of students. Too many adjuncts do not equal the time and institutional knowledge that a full-time instructor can give to the students.

② iPhone - text message students, be able to interact in class w/ students ^{on} world wide web. W/ the added technology instructors would be more connected to students & staff. Make classes "Hybrid" w/ Educator/Blackboard, primary sources, scholarly journals, classroom Discussion and even email communication.

What curriculum revisions or development would enhance instruction in your Discipline?

③ As a discipline we need to prepare for History classes to be more active, involve students, and be the courses looking to the future while teaching the past.

④ Go to "Reacting to the Past" conferences and incorporate into our classes.

The Revisions of adding "1877" to the US History descriptions will help the uniformity of the courses between all classes. Four credits would enable more in-depth discussion of Post Vietnam America. In fact, too many college students do not know much about Nixon, Watergate and even the Reagan years.

DATA COLLECTION

CORE REVIEW

D. DISCIPLINE NEEDS AND RESOURCES

Coordinator: Distribute this form to all full-time and adjunct faculty.

What resources or services does the Discipline need in order to improve instruction? Please explain the reason you are requesting each resource.

We need to keep current in the technology of presentations. History has a reputation of dry pros presenting from yellowed notes - We also need funds to update videos used so that they have subtitles to aid our foreign born students and disabled ones as well.

What curriculum revisions or development would enhance instruction in your Discipline?

- We need to update the Contemporary world!!
- We have begun to think about possibilities but no agreement yet.

I would like a 3cr Course in Comparative Global History to be considered especially as it might feed into the new Global Studies program (GHS). I would like the History Discipline to take ownership of the GHS if Ocafa cannot reach a compromise.

Please return to Shawn Dry at Auburn Hills by March 24, 2008.

Marilyn
1/23/08

DATA COLLECTION

CORE REVIEW

D. DISCIPLINE NEEDS AND RESOURCES

Coordinator: Distribute this form to all full-time and adjunct faculty.

What resources or services does the Discipline need in order to improve instruction? Please explain the reason you are requesting each resource.

I think we have good resources - most rooms are connected to technology & can be used effectively.

could consideration be given to each course (even fully live) having a website or Blackboard site? we could

What curriculum revisions or development would enhance instruction in your Discipline?

- Develop courses beyond "Special topics" that would run regularly & not be taught only by interested faculty - I would obviously support keeping these - They are important in developing deeper historical understanding.

Post more materials
discuss
etc

DATA COLLECTION

CORE REVIEW

D. DISCIPLINE NEEDS AND RESOURCES

Coordinator: Distribute this form to all full-time and adjunct faculty.

What resources or services does the Discipline need in order to improve instruction? Please explain the reason you are requesting each resource.

Online plagiarism check program - Likely occurring more than instructors know or have time to check themselves

What curriculum revisions or development would enhance instruction in your Discipline?

Nothing at this time

DATA COLLECTION

CORE REVIEW

D. DISCIPLINE NEEDS AND RESOURCES

Coordinator: Distribute this form to all full-time and adjunct faculty.

What resources or services does the Discipline need in order to improve instruction? Please explain the reason you are requesting each resource.

What curriculum revisions or development would enhance instruction in your Discipline?

(see back)

Discipline Needs and Resources

Resources

Additional DVD/Video for media library might be considered. I currently use a four part documentary series called *Slavery and the Making of America* that is my own set. I am also aware of an excellent educational Multi-media/ Multi-disciplinary resource provider, called Media Insight (enclosed is a copy of the latest relating to Diversity Studies).

Curriculum Revisions

If a class does not already exist, a potential class on diversity studies may be a strategic and exciting way to incorporate non-traditional history courses covering central issues concerning women's history, intersecting issues of class, race and ethnicity, and the history of popular culture and media into the course offerings. Such a class could provide a more in depth concentration on exploring multiculturalism in the U.S. and intercultural communication issues that other courses could not fully develop within their immediate content areas.

DATA COLLECTION

CORE REVIEW

D. DISCIPLINE NEEDS AND RESOURCES

Coordinator: Distribute this form to all full-time and adjunct faculty.

What resources or services does the Discipline need in order to improve instruction? Please explain the reason you are requesting each resource.

*I have nothing in the room I own. Not even a map,
so you can get the idea.*

What curriculum revisions or development would enhance instruction in your Discipline?

World History should be taught in three sections.

DATA COLLECTION

CORE REVIEW

D. DISCIPLINE NEEDS AND RESOURCES

Coordinator: Distribute this form to all full-time and adjunct faculty.

What resources or services does the Discipline need in order to improve instruction? Please explain the reason you are requesting each resource.

MORE AND BETTER WALL MAPS ARE NEEDED, AT BOTH RO AND HL. GEOGRAPHY IS IMPORTANT TO HISTORY. WALL MAPS ARE MORE CONVENIENT / HANDLER THAN COMPUTER / OVERHEADS.

ADJUNCTS HAVE LITTLE OR NOW STORAGE ROOM, I.E., FILING CABINETS.

THIS MAY OR MAY NOT BE RELEVANT, BUT WE NEED TO DO A BETTER JOB OF FINDING TEXTBOOKS, MORE SPECIFICALLY, TEXTBOOKS THAT ARE MORE REASONABLE IN COST. IT'S A SHAME STUDENTS HAVE TO PAY SO MUCH AND, IN FACT, SOME DON'T, ATTEMPTING TO STRUGGLE THROUGH WITHOUT THEM.

OVER

What curriculum revisions or development would enhance instruction in your Discipline?

I UNDERSTAND THE LOGISTICAL DIFFICULTIES, BUT...

ONE, A MORE IDEAL SITUATION FOR STUDYING THE MASSIVE AMOUNTS OF HISTORY, BOTH WORLD AND US, WOULD BE THREE COURSES RATHER THAN TWO.

TWO, A COURSE IN HISTORICAL METHOD / HISTORIOGRAPHY WOULD IMPROVE THE STUDY OF HISTORY. STUDENTS ARE ILL-PREPARED, COMING FROM THE HIGH SCHOOLS ESP, TO LEARN THE MOST THEY CAN FROM OUR HISTORY COURSES.

THREE, THREE- AND, ESP, FOUR-HOUR CLASSES, PARTICULARLY IN THE EVENINGS, ARE CHALLENGES FOR STUDENTS. THOSE WHO WORK, ESP FULL-TIME, AND RAISING FAMILIES, ETC, THE MUST FACE SEVERAL HOURS OF HISTORY CLASSES

AGAIN, I UNDERSTAND WHY WHAT IS WHAT, BUT, SINCE YOU ASKED...

Please return to Shawn Dry at Auburn Hills by March 31, 2008.

OVER

A DATA BASE OR COLLECTION OF RELEVANT, QUALITY VIDEOS/DVDS
IS NEEDED. DOES THE COLLEGE PROVIDE VIDEOS/DVDS?

DATA COLLECTION

CORE REVIEW

D. DISCIPLINE NEEDS AND RESOURCES

Coordinator: Distribute this form to all full-time and adjunct faculty.

What resources or services does the Discipline need in order to improve instruction? Please explain the reason you are requesting each resource.

I WOULD LIKE TO SEE BIGGER MONITORS FOR CLASSROOM COMPUTERS - HARD TO SEE WHEN STANDING. PLUS UPDATE COMPUTERS IN ADJUNCT ROOM - VERY SLOW.

What curriculum revisions or development would enhance instruction in your Discipline?

I WOULD LIKE TO SEE NEW COURSE IN WESTERN CIV. CURRENTLY IT IS PART OF WORLD CIV. THIS COULD FREE UP TIME IN WORLD CIV COURSE TOO.

College Curriculum
Review Committee

DATA COLLECTION

CORE REVIEW

D. DISCIPLINE NEEDS AND RESOURCES

Coordinator: Distribute this form to all full-time and adjunct faculty.

What resources or services does the Discipline need in order to improve instruction? Please explain the reason you are requesting each resource.

THE ONE THING I WOULD LIKE IS AN INDOCTRINATION FOR INCOMING ADJUNCTS, AS I SPEND TIME ON CAMPUS I FIND THINGS EVERYDAY. OR FIND OUT ABOUT RULES THAT I DID NOT KNOW EXISTED.

I WORK FROM MY LAPTOP, IT WOULD BE NICE TO HAVE WIRELESS INTERNET ACCESS IN THE CLASSROOM. SOME OF MY POWERPOINTS HAVE WEB ADDRESSES EMBEDDED IN THEM, I HAVE TO TRY TO ACCESS THEM THROUGH THE OTHER COMPUTER, WHICH IS NOT ALWAYS EASY.

What curriculum revisions or development would enhance instruction in your Discipline?

I FEEL IN THE AMERICAN HISTORY CLASSES IT MAY BE TIME TO START RE-ASSESSING HOW IT IS BROKEN UP. COLONIAL TO CIVIL WAR AND CIVIL WAR TO PRESENT IS VERY DIFFICULT TO COVER IN A COMPREHENSIVE MANNER. A COLONIAL TO CONSTITUTION, THEN CONSTITUTION TO PROGRESSIVISM, THEN PROGRESSIVE TO PRESENT.

I ALSO FEEL THAT THE WORLD STUDIES COULD BE SEPARATED INTO EUROPEAN AND NON EUROPEAN. THERE IS JUST TOO MUCH INFO TO DISCUSS OUTSIDE OF EUROPE. AN AFRICAN OR ASIAN HISTORY

Please return to Shawn Dry at Auburn Hills by March 31, 2008.

DATA COLLECTION

CORE REVIEW

D. DISCIPLINE NEEDS AND RESOURCES

Coordinator: Distribute this form to all full-time and adjunct faculty.

What resources or services does the Discipline need in order to improve instruction? Please explain the reason you are requesting each resource.

NONE

What curriculum revisions or development would enhance instruction in your Discipline?

NONE

DATA COLLECTION

CORE REVIEW

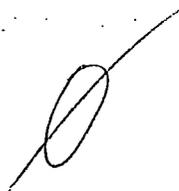
D. DISCIPLINE NEEDS AND RESOURCES

Coordinator: Distribute this form to all full-time and adjunct faculty.

What resources or services does the Discipline need in order to improve instruction? Please explain the reason you are requesting each resource.

Not aware of any at this time.

What curriculum revisions or development would enhance instruction in your Discipline?



Please return to Shawn Dry at Auburn Hills by March 31, 2008.

DATA ANALYSIS

DISCIPLINE REVIEW

E. INTERDISCIPLINARY INTERACTIONS

Coordinator: Please use the data from the Interdisciplinary Interactions Data Collection forms to answer the following questions:

1. Describe the use of your courses by other disciplines/programs. Discuss the effectiveness of support and prerequisite courses your discipline offers in their areas.

No program other than the recently created Global Studies Program (which has not yet offered courses or gained students) uses History courses specifically in their programs or courses of study. However, because History courses satisfy both Social Science and Humanities general education requirements, students in many programs do take our courses.

I sampled a wide range of instructors in Political Science, Humanities, Business, Theatre, and Economics. The responses were positive overall. Instructors in these disciplines generally believe that knowledge of history is a valuable support to the work of their own courses, with the strongest support coming from Political Science and Humanities.

2. Describe interdisciplinary initiatives by your discipline (e.g. interdisciplinary courses, learning communities).

I am aware of three interdisciplinary efforts with which History faculty are involved.

One faculty member at Orchard Ridge has been working with an English instructor to offer paired courses to developmental education students.

Another faculty member at Orchard Ridge has helped to create the interdisciplinary Global Studies Program.

One faculty member at Auburn Hills is developing a History of Technology course along with a technology faculty member.

INTERDISCIPLINARY INTERACTIONS REVIEW SUMMARY:

While the formal connections between the History discipline and other disciplines and programs are few, the informal and supportive use of History courses by other disciplines and programs is extensive.

DATA COLLECTION

DISCIPLINE REVIEW

E. INTERDISCIPLINARY INTERACTIONS

Coordinator: Please distribute this form to a varied sample of Instructors who use courses in your Discipline as required, support, or elective courses in their Discipline or Program. Contact the Chair of Counseling on your campus to help you determine to whom to send this form if you need assistance.

The purpose of this survey is to determine the nature and extent of interdisciplinary activities and interactions for our Discipline.

1. Please respond whether the course(s) listed below serve students in your Discipline or Program as:

	Requirement	Support	Elective	No Role
<u>HIS 1510, World Civ I</u> Course	_____	_____	_____	_____
<u>HIS 1520, World Civ II</u> Course	_____	_____	_____	_____
<u>HIS 1550, Contemporary World</u> Course	_____	_____	_____	_____
<u>HIS 1700, MI History</u> Course	_____	_____	_____	_____
<u>HIS 2510, US History I</u> Course	_____	_____	_____	_____
<u>HIS 2520, US History II</u> Course	_____	_____	_____	_____
<u>HIS 2610, African American I</u> Course	_____	_____	_____	_____
<u>HIS 2620, African American II</u> Course	_____	_____	_____	_____

2. To fulfill the needs of the students in your program or discipline, list each course that:

Is working well: Art appreciation, Northern European art, Modern France
Needs revision: _____ art, Modern American art

Give reasons for the necessary revisions.

3. How do these courses contribute to the goals and desired outcomes of your Discipline or Program?

These courses are part of and supportive of History classes as history of the art period is incorporated into the classes

Shawn Dry

DATA COLLECTION

DISCIPLINE REVIEW

E. INTERDISCIPLINARY INTERACTIONS

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1. Please respond whether the course(s) listed below serve students in your Discipline or Program as:

	Requirement	Support	Elective	No Role
<u>HIS 1510. World Civ I</u> Course	_____	_____	_____	_____
<u>HIS 1520. World Civ II</u> Course	_____	✓	_____	_____
<u>HIS 1550. Contemporary World</u> Course	_____	✓	_____	_____
<u>HIS 1700. MI History</u> Course	_____	_____	_____	_____
<u>HIS 2510. US History I</u> Course	_____	_____	_____	_____
<u>HIS 2520. US History II</u> Course	_____	✓	_____	_____
<u>HIS 2610. African American I</u> Course	_____	_____	_____	_____
<u>HIS 2620. African American II</u> Course	_____	_____	_____	_____

2. To fulfill the needs of the students in your program or discipline, list each course that:

Is working well: _____
Needs revision: _____

Give reasons for the necessary revisions.

It does not affect my discipline but some of the courses need to be revised to include the 48 years of history that have occurred since these courses were created

3. How do these courses contribute to the goals and desired outcomes of your Discipline or Program?

The historical background is useful for students to understand the context of many of my films

DATA COLLECTION

DISCIPLINE REVIEW

E. INTERDISCIPLINARY INTERACTIONS

Coordinator: Please distribute this form to a varied sample of Instructors who use courses in your Discipline as required, support, or elective courses in their Discipline or Program. Contact the Chair of Counseling on your campus to help you determine to whom to send this form if you need assistance.

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	Requirement	Support	Elective	No Role
<u>HIS 1510. World Civ I</u> Course	_____	X	_____	_____
<u>HIS 1520. World Civ II</u> Course	_____	X	_____	_____
<u>HIS 1550. Contemporary World</u> Course	_____	X	_____	_____
<u>HIS 1700. MI History</u> Course	_____	_____	_____	X
<u>HIS 2510. US History I</u> Course	_____	X	_____	_____
<u>HIS 2520. US History II</u> Course	_____	X	_____	_____
<u>HIS 2610. African American I</u> Course	_____	X	_____	_____
<u>HIS 2620. African American II</u> Course	_____	X	_____	_____

2. To fulfill the needs of the students in your program or discipline, list each course that:

Is working well: _____
Needs revision: _____

Give reasons for the necessary revisions.

3. How do these courses contribute to the goals and desired outcomes of your Discipline or Program?

These courses provide a historical context for the concepts and events we explore in our language, film, philosophy and world religions classes

DATA COLLECTION

DISCIPLINE REVIEW

E. INTERDISCIPLINARY INTERACTIONS

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	Requirement	Support	Elective	No Role
<u>HIS 1510, World Civ I</u> Course	_____	<u>X</u>	_____	_____
<u>HIS 1520, World Civ II</u> Course	_____	<u>X</u>	_____	_____
<u>HIS 1550, Contemporary World</u> Course	_____	_____	<u>X</u>	_____
<u>HIS 1700, MI History</u> Course	_____	_____	_____	<u>X</u>
<u>HIS 2510, US History I</u> Course	_____	_____	_____	<u>X</u>
<u>HIS 2520, US History II</u> Course	_____	_____	_____	<u>X</u>
<u>HIS 2610, African American I</u> Course	_____	_____	_____	<u>X</u>
<u>HIS 2620, African American II</u> Course	_____	_____	_____	<u>X</u>

2. To fulfill the needs of the students in your program or discipline, list each course that:

Is working well: _____
Needs revision: _____

Give reasons for the necessary revisions.

3. How do these courses contribute to the goals and desired outcomes of your Discipline or Program?

The content of these courses helps provide a context for students to place the works of various philosophers we discuss in class.

DATA COLLECTION

DISCIPLINE REVIEW

E. INTERDISCIPLINARY INTERACTIONS

Coordinator: Please distribute this form to a varied sample of Instructors who use courses in your Discipline as required, support, or elective courses in their Discipline or Program. Contact the Chair of Counseling on your campus to help you determine to whom to send this form if you need assistance.

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	Requirement	Support	Elective	No Role
<u>HIS 1510, World Civ I</u> Course	_____	_____ ✓	_____	_____
<u>HIS 1520, World Civ II</u> Course	_____	_____ ✓	_____	_____
<u>HIS 1550, Contemporary World</u> Course	_____	_____	_____ ✓	_____
<u>HIS 1700, MI History</u> Course	_____	_____	_____ ✓	_____
<u>HIS 2510, US History I</u> Course	_____	_____ ✓	_____	_____
<u>HIS 2520, US History II</u> Course	_____	_____ ✓	_____	_____
<u>HIS 2610, African American I</u> Course	_____	_____ ✓	_____	_____
<u>HIS 2620, African American II</u> Course	_____	_____ ✓	_____	_____

2. To fulfill the needs of the students in your program or discipline, list each course that:

Is working well: all
Needs revision: none

Give reasons for the necessary revisions.

3. How do these courses contribute to the goals and desired outcomes of your Discipline or Program?

Government structures are often the outcome of the unique coincidence of culture, politics, and economics that exists at a given time. History classes provide the depth of exploration into those factors that classes cannot offer, thus giving the student an enhanced view of the political world.

DATA COLLECTION

DISCIPLINE REVIEW

E. INTERDISCIPLINARY INTERACTIONS

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	Requirement	Support	Elective	No Role
<u>HIS 1510, World Civ I</u> Course	_____	_____	✓	_____
<u>HIS 1520, World Civ II</u> Course	_____	_____	✓	_____
<u>HIS 1550, Contemporary World</u> Course	_____	_____	✓	_____
<u>HIS 1700, MI History</u> Course	_____	_____	✓	_____
<u>HIS 2510, US History I</u> Course	_____	_____	✓	_____
<u>HIS 2520, US History II</u> Course	_____	_____	✓	_____
<u>HIS 2610, African American I</u> Course	_____	_____	_____	✓
<u>HIS 2620, African American II</u> Course	_____	_____	_____	✓

2. To fulfill the needs of the students in your program or discipline, list each course that:

Is working well: _____ *No basis to*
Needs revision: _____ *judge.*

Give reasons for the necessary revisions.

Make sure part-timers don't give erroneous information in class.

3. How do these courses contribute to the goals and desired outcomes of your Discipline or Program?

A good understanding of history can help explain why economic policies evolved over the past 2 centuries.

DATA COLLECTION

DISCIPLINE REVIEW

E. INTERDISCIPLINARY INTERACTIONS

Coordinator: Please distribute this form to a varied sample of Instructors who use courses in your Discipline as required, support, or elective courses in their Discipline or Program. Contact the Chair of Counseling on your campus to help you determine to whom to send this form if you need assistance.

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<u>HIS 1510. World Civ I</u> Course	_____	_____	_____✓	_____
<u>HIS 1520. World Civ II</u> Course	_____	_____	_____✓	_____
<u>HIS 1550. Contemporary World</u> Course	_____	_____	_____✓	_____
<u>HIS 1700. MI History</u> Course	_____	_____	_____✓	_____
<u>HIS 2510. US History I</u> Course	_____	_____	_____✓	_____
<u>HIS 2520. US History II</u> Course	_____	_____	_____✓	_____
<u>HIS 2610. African American I</u> Course	_____	_____	_____✓	_____
<u>HIS 2620. African American II</u> Course	_____	_____	_____✓	_____

2. To fulfill the needs of the students in your program or discipline, list each course that:

Is working well: _____
Needs revision: _____

Give reasons for the necessary revisions.

I don't consider my expertise to extend to HISTORY CLASSES

3. How do these courses contribute to the goals and desired outcomes of your Discipline or Program?

It's always important to understand History.

Hay Bruntin

DATA COLLECTION

DISCIPLINE REVIEW

E. INTERDISCIPLINARY INTERACTIONS

Coordinator: Please distribute this form to a varied sample of Instructors who use courses in your Discipline as required, support, or elective courses in their Discipline or Program. Contact the Chair of Counseling on your campus to help you determine to whom to send this form if you need assistance.

The purpose of this survey is to determine the nature and extent of interdisciplinary activities and interactions for our Discipline.

1. Please respond whether the course(s) listed below serve students in your Discipline or Program as:

	Requirement	Support	Elective	No Role
<u>HIS 1510, World Civ I</u> Course	_____	_____	_____	✓
<u>HIS 1520, World Civ II</u> Course	_____	_____	_____	✓
<u>HIS 1550, Contemporary World</u> Course	_____	_____	_____	✓
<u>HIS 1700, MI History</u> Course	_____	_____	_____	✓
<u>HIS 2510, US History I</u> Course	_____	_____	_____	✓
<u>HIS 2520, US History II</u> Course	_____	_____	_____	✓
<u>HIS 2610, African American I</u> Course	_____	_____	_____	✓
<u>HIS 2620, African American II</u> Course	_____	_____	_____	✓

Theatre

2. To fulfill the needs of the students in your program or discipline, list each course that:

Is working well: _____

Needs revision: _____

Give reasons for the necessary revisions.

3. How do these courses contribute to the goals and desired outcomes of your Discipline or Program?

DATA COLLECTION

DISCIPLINE REVIEW

E. INTERDISCIPLINARY INTERACTIONS

Coordinator: Please distribute this form to a varied sample of Instructors who use courses in your Discipline as required, support, or elective courses in their Discipline or Program. Contact the Chair of Counseling on your campus to help you determine to whom to send this form if you need assistance.

The purpose of this survey is to determine the nature and extent of interdisciplinary activities and interactions for our Discipline.

1. Please respond whether the course(s) listed below serve students in your Discipline or Program as:

	Requirement	Support	Elective	No Role
<u>HIS 1510, World Civ I</u> Course	_____	_____	_____	_____
<u>HIS 1520, World Civ II</u> Course	_____	_____	_____	_____
<u>HIS 1550, Contemporary World</u> Course	_____	_____	_____	_____
<u>HIS 1700, MI History</u> Course	_____	_____	_____	_____
<u>HIS 2510, US History I</u> Course	_____	_____	_____	_____
<u>HIS 2520, US History II</u> Course	_____	_____	_____	_____
<u>HIS 2610, African American I</u> Course	_____	_____	_____	_____
<u>HIS 2620, African American II</u> Course	_____	_____	_____	_____

The history courses are part of the general ed component & students have many choices for ss.

2. To fulfill the needs of the students in your program or discipline, list each course that:

Is working well: _____
Needs revision: _____

Give reasons for the necessary revisions.

3. How do these courses contribute to the goals and desired outcomes of your Discipline or Program?

4. Other - students may not complete a history course as a social science requirement - therefore, I cannot evaluate the course value. A business history class that charts our economic development would be valuable. HIS 2520 is the only course description that touched upon economics - which is business.

DATA COLLECTION

DISCIPLINE REVIEW

E. INTERDISCIPLINARY INTERACTIONS

Coordinator: Please distribute this form to a varied sample of Instructors who use courses in your Discipline as required, support, or elective courses in their Discipline or Program. Contact the Chair of Counseling on your campus to help you determine to whom to send this form if you need assistance.

The purpose of this survey is to determine the nature and extent of interdisciplinary activities and interactions for our Discipline.

1. Please respond whether the course(s) listed below serve students in your Discipline or Program as:

	Requirement	Support	Elective	No Role
<u>HIS 1510, World Civ I</u> Course	_____	<u>indirectly</u>	_____	_____
<u>HIS 1520, World Civ II</u> Course	_____	"	_____	_____
<u>HIS 1550, Contemporary World</u> Course	_____	✓	_____	_____
<u>HIS 1700, MI History</u> Course	_____	✓	_____	_____
<u>HIS 2510, US History I</u> Course	_____	✓	_____	_____
<u>HIS 2520, US History II</u> Course	_____	✓	_____	_____
<u>HIS 2610, African American I</u> Course	_____	✓	_____	_____
<u>HIS 2620, African American II</u> Course	_____	✓	_____	_____

2. To fulfill the needs of the students in your program or discipline, list each course that:

Is working well: All courses listed above seem to be working well based on student feedback
Needs revision: _____

Give reasons for the necessary revisions.

3. How do these courses contribute to the goals and desired outcomes of your Discipline or Program?

In teaching the intro. to Amer Govt course (POL1510), students who have taken any or all the above courses are better able to integrate and/or link politics with history, providing an educational environment that is clearly enhanced as a result. Because understanding politics requires a basic comprehension of history, the courses above are indeed a

Please return to Shawn Dry at Auburn Hills by April 4, 2008.

complement to POL1510 (and also International Relations (POL2530). The hope is that social responsibility can be approached more fully w/ the history provided to students

DATA COLLECTION

DISCIPLINE REVIEW

F. COMPARABLE COURSES AND TRANSFERABILITY

Coordinator: Consult with a counselor specializing in transfer to answer the following questions:

1. List OCC courses comparable to those offered at other institutions.

All OCC History courses but the Topics in History courses are offered at other institutions.

2. List OCC courses not offered at other institutions.

Only the Topics in History courses are not offered at other institutions.

3. List three institutions to which the courses in your Discipline transfer.

All history courses (even the Topics in History courses) transfer to the major Michigan universities and colleges. These institutions include Oakland University, Wayne State University, Michigan State University, the University of Michigan (the Ann Arbor, Flint, and Dearborn campuses), and all area community colleges.

DATA ANALYSIS

DISCIPLINE REVIEW

G. GENERAL EDUCATION OUTCOMES ASSESSMENT

Coordinator: Complete this form after reviewing the General Education Data Collection forms filled in by the members of your Discipline on all the courses in the catalog which have GE Attributes indicated in the Catalog.

Course Number	Number of Faculty Teaching ¹	% of Faculty Teaching GE Attributes ²	% of Faculty Assessing GE Attributes ²	% of Faculty Using Information to Improve Instruction
1510	3	100%	100%	100%
1520	3	100%	67%	67%
1550	0			
16xx	1	100%	100%	100%
1700	2	100%	100%	50%
2510	4	100%	100%	100%
2520	4	100%	100%	75%
2610	1	100%	100%	100%
2620	1	100%	100%	100%

¹ This is the number of faculty who responded with data collection forms.

² An instructor was included in the percentage if he or she checked at least one outcome's box.

GENERAL EDUCATION/OUTCOMES ASSESSMENT REVIEW SUMMARY:

Coordinator: Comment on the above data as well as on any SAGE findings that apply to the instruction in your Discipline.

I was a little disappointed in the return percentage of the data collection forms, especially from the full-time faculty (only 2 of 4 full-time faculty completed and returned their forms). Overall, out of the 37 possible forms I could have received, only 19 were returned.

Among the forms that were returned, I was impressed by the variety of assessment strategies described and in particular by the ways that assessment results are being used to formulate new approaches to learning. It is also clear, however, that the adjunct instructors are not using the same definition of assessment that is accepted by the college. In my opinion, this is yet another reason to both reduce the number of adjunct sections taught and more closely mentor and monitor those adjuncts that remain.

DATA COLLECTION

DISCIPLINE REVIEW

G. GENERAL EDUCATION

Coordinator: Distribute this form to all full-time or adjunct faculty members for every course that they are teaching which has General Education Outcomes indicated in the Catalog.

COURSE: HIS 1510

Please check the General Education Outcomes you are teaching and assessing in your instruction of this course.

GE Outcomes Listed in the Catalog	Teaching	Assessing
1. Communicate effectively	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2. Think critically and creatively	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4. Develop an aesthetic awareness	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Appreciate diversity and commonality	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
10. Understand the global environment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Please list briefly what strategies you are using to teach and assess the GE Outcomes, as indicated above.

Learning Activities *papers, classroom discussions and debates, online activities, primary sources*

Assessment Strategies *practice quizzes, surveys, reviews, many things!*

Summarize what revisions you have made in your instruction as a result of teaching and assessing the above General Education Outcomes.

adjustment of material covered and primary sources used, changing testing methods and paper assignments

DATA COLLECTION

DISCIPLINE REVIEW

G. GENERAL EDUCATION

Coordinator: Distribute this form to all full-time or adjunct faculty members for every course that they are teaching which has General Education Outcomes indicated in the Catalog.

COURSE: HIS 1510

Please check the General Education Outcomes you are teaching and assessing in your instruction of this course.

GE Outcomes Listed in the Catalog	Teaching	Assessing
1. Communicate effectively	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2. Think critically and creatively	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4. Develop an aesthetic awareness	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
8. Appreciate diversity and commonality	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
10. Understand the global environment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Please list briefly what strategies you are using to teach and assess the GE Outcomes, as indicated above.

Learning Activities — Homework assignments to encourage beyond class presentations. There are so many that consulting syllabus & getting sample would help.

Assessment Strategies — Constant ongoing classroom assessment techniques — Some CAT each & every class & style of test questions to go beyond content.

Summarize what revisions you have made in your instruction as a result of teaching and assessing the above General Education Outcomes.

I do not assume one style or adjustment works for each class — so early evaluation form after 1st test — I used technology but I discovered that Power Point approach does not lead to learning — Shift to more group / Blackboard techniques, Roleplay, etc.

DATA COLLECTION

DISCIPLINE REVIEW

G. GENERAL EDUCATION

Coordinator: Distribute this form to all full-time or adjunct faculty members for every course that they are teaching which has General Education Outcomes indicated in the Catalog.

COURSE: HIS 1510

Please check the General Education Outcomes you are teaching and assessing in your instruction of this course.

GE Outcomes Listed in the Catalog	Teaching	Assessing
1. Communicate effectively	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2. Think critically and creatively	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4. Develop an aesthetic awareness	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
8. Appreciate diversity and commonality	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
10. Understand the global environment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Please list briefly what strategies you are using to teach and assess the GE Outcomes, as indicated above.

Learning Activities *Textbook assignments, Primary Source assignments, Video, Map work, Lecture, Group Activities, Classroom discussions, Internet resources, individual research projects.*

Assessment Strategies *Classroom discussion, anonymous surveys, objective testing, Essay tests, individual written assignments, daily check-ins, online resource critiques.*

Summarize what revisions you have made in your instruction as a result of teaching and assessing the above General Education Outcomes. *Broader scope of material taught - and a more comprehensive assessment of student outcomes.*

DATA COLLECTION

DISCIPLINE REVIEW

G. GENERAL EDUCATION

Coordinator: Distribute this form to all full-time or adjunct faculty members for every course that they are teaching which has General Education Outcomes indicated in the Catalog.

COURSE: HIS 1520

Please check the General Education Outcomes you are teaching and assessing in your instruction of this course.

GE Outcomes Listed in the Catalog	Teaching	Assessing
1. Communicate effectively	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2. Think critically and creatively	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4. Develop an aesthetic awareness	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Appreciate diversity and commonality	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
9. Develop a strong commitment to social responsibility	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
10. Understand the global environment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Please list briefly what strategies you are using to teach and assess the GE Outcomes, as indicated above.

Learning Activities papers, classroom discussions and debates, online activities,
primary sources

Assessment Strategies
practice quizzes, surveys, reviews

Summarize what revisions you have made in your instruction as a result of teaching and assessing the above General Education Outcomes.

adjustment of material covered and primary sources
used, changing testing methods and paper assignments

DATA COLLECTION

DISCIPLINE REVIEW

G. GENERAL EDUCATION

Coordinator: Distribute this form to all full-time or adjunct faculty members for every course that they are teaching which has General Education Outcomes indicated in the Catalog.

COURSE: HIS 1520

Please check the General Education Outcomes you are teaching and assessing in your instruction of this course.

GE Outcomes Listed in the Catalog	Teaching	Assessing
1. Communicate effectively	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2. Think critically and creatively	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4. Develop an aesthetic awareness	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> limited
8. Appreciate diversity and commonality	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
9. Develop a strong commitment to social responsibility	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
10. Understand the global environment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Please list briefly what strategies you are using to teach and assess the GE Outcomes, as indicated above.

Learning Activities *Each of the two classes I teach use the same approach - keeping students engaged with work/assessment strategies to build on the content*

Assessment Strategies *the CBI techniques on something like class my favorite is the "Thank you note"*

Summarize what revisions you have made in your instruction as a result of teaching and assessing the above General Education Outcomes. *More training for me & students on group dynamics & successful reporting. The use of SI's for each class has been a blessing, result of past assessments.*

DATA COLLECTION

DISCIPLINE REVIEW

G. GENERAL EDUCATION

Coordinator: Distribute this form to all full-time or adjunct faculty members for every course that they are teaching which has General Education Outcomes indicated in the Catalog.

COURSE: HIS 1520

Please check the General Education Outcomes you are teaching and assessing in your instruction of this course.

GE Outcomes Listed in the Catalog	Teaching	Assessing
1. Communicate effectively	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Think critically and creatively	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Develop an aesthetic awareness	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Appreciate diversity and commonality	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Develop a strong commitment to social responsibility	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. Understand the global environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please list briefly what strategies you are using to teach and assess the GE Outcomes, as indicated above.

Learning Activities

Generate discussion amongst the class. I was very fortunate at the Holocaust Center to demonstrate a strong commitment to social responsibility - I demonstrate the commonality among the people of the globe in their historical experience. I have the students read primary documents to better understand the lecture - as well as movies.

Assessment Strategies

Summarize what revisions you have made in your instruction as a result of teaching and assessing the above General Education Outcomes. More discussion and written work - including the exams for multiple choice, all short answer and essay.

DATA COLLECTION

DISCIPLINE REVIEW

G. GENERAL EDUCATION

Coordinator: Distribute this form to all full-time or adjunct faculty members for every course that they are teaching which has General Education Outcomes indicated in the Catalog.

COURSE: HIS 1650-1659, 1660-1669

Please check the General Education Outcomes you are teaching and assessing in your instruction of this course.

GE Outcomes Listed in the Catalog	Teaching	Assessing
1. Communicate effectively	<u>✓</u>	<u>✓</u>
2. Think critically and creatively	<u>✓</u>	<u>✓</u>

Please list briefly what strategies you are using to teach and assess the GE Outcomes, as indicated above.

Learning Activities

different classes with different approaches
1662 - student-led discussions on research topics with papers
1663 - frequent short papers and classroom discussions and debates

Assessment Strategies

1662 - feed back conversations, drafts of discussion handouts + papers
1663 - paper rewrites, Blackboard conversations

Summarize what revisions you have made in your instruction as a result of teaching and assessing the above General Education Outcomes.

Many! Both courses have undergone extensive revision semester to semester through student feedback and evaluation of learning. Different paper assignments, more help provided, closer + more personal interaction, etc.

Please return to Shawn Dry at Auburn Hills by March 24, 2008.

Shawn, I am not quite sure what format this needed to be put in. I apologise for any mess-ups I may have made on this. I was not sure what the Data Collection sheet wanted me to do - did the number 1. "communicate effectively" imply that I should list from 1 through 10 the various educational outcomes and how I teach and assess each one? I wasn't sure, so I have summarized in a general way what I do in class. I am extremely hard pressed for time right now and I realize that you are too, so again I apologise for any mistakes. If you have any questions, feel free to call me.
Billie

Course: History 1700 (Michigan History)

Learning Activities

The textbook Michigan: A History of the Great Lake State deals only superficially with Michigan's indigenous people - the Anishnabe. Consequently, I have added supplemental material dealing with Anishnabe culture and their oral tradition. Cultural misunderstandings between Native Americans and Europeans are discussed and analyzed - e. g. how the term "Indian giver" came into use.

Analyzing primary sources -

Some class discussions are based on the readings from Michigan Voices: Our State's History in the Words of People Who Lived It. This book needs to be updated, but is a good resource and stresses the wide diversity of peoples who came to settle Michigan.

Also, some longer primary sources such as Alexander Henry's "Massacre at Michilimackinac" and Elias Darnell's "Remember the River Raisin" are analyzed in class. The primary sources are useful in involving students in events/issues as they were perceived by people at that time.

Lectures -

Lectures deal with the major political, economic, societal and technological developments in Michigan vis-à-vis the history of the U.S.

Oral/Written Reports -

All students must present an oral report or do a written report on specific topics relating to Michigan history. Generally some 10 to 12 students opt to do an oral (usually PowerPoint) report. Students not opting to do oral reports do a written report in which they must compare and contrast 2 essays which evaluate the accomplishments (both positive and negative) of Henry Ford.

Audio-visual presentations -

Some videos are used to back up text readings and lectures - videos are never longer than 25 or 30 minutes, and most are only 15-20 minutes. (One in particular, "Demon Rum", dealing with Prohibition in Detroit, is a favorite of the students).

Student contributions -

Frequently students have brought in newspaper articles, pictures, documents (even

artifacts!) relating to Michigan history. One student brought in copies of his great-great grandfather's Civil War military records.

Local Historical Museums

Students who visit local museums (Detroit Historical Museum, Walter P. Chrysler Museum; Museum of African-American History, etc.) and present dated ticket stubs (and a written report on what they found most informative) are given extra credit points.

On-line resources: the Detroit News has an archive of articles dealing with many aspects of Michigan history from territorial times to the present. This is a very useful source of information for the students.

Assessment Strategies

Student oral/written reports are evaluated on several levels - 1) effective presentation (clarity), 2) accuracy of facts or concepts, and 3) analysis/evaluation of evidence (critical thinking).

[I would also like to mention that occasionally a student doing an oral report has shown a great deal of imagination/originality, and in such an instance I include a fourth criterion - creativity.]

During the semester, 3 quizzes, a mid-term test and a final test are administered. The quizzes are objective types which include some true/false, and multiple-choice questions. The mid-term and final tests include both objective and subjective question types - multiple choice, and an essay section.

Students are also evaluated on the basis of their participation in the class discussions of primary sources, and on impromptu discussions that come up in class.

Every other week or so the last 20 minutes of class are used for students to write a paragraph or two on a topic presented recently in class - these are a pretty good barameter of how well students can evaluate, assess and interpret historical information.

DATA COLLECTION

DISCIPLINE REVIEW

G. GENERAL EDUCATION

Coordinator: Distribute this form to all full-time or adjunct faculty members for every course that they are teaching which has General Education Outcomes indicated in the Catalog.

COURSE: HIS 1700

Please check the General Education Outcomes you are teaching and assessing in your instruction of this course.

GE Outcomes Listed in the Catalog

Teaching

Assessing

1. Communicate effectively

✓

✓

Please list briefly what strategies you are using to teach and assess the GE Outcomes, as indicated above.

Learning Activities

LECTURES, CLASS DISCUSSIONS,
FIELD TRIP TO VIEW HISTORICAL
DOCUMENTS RELATING TO THE HISTORY
OF MICHIGAN

Assessment Strategies

EXAMS - TO INCLUDE ESSAY, MULTIPLE CHOICE,
TRUE/FALSE, FILL IN BLANKS

Summarize what revisions you have made in your instruction as a result of teaching and assessing the above General Education Outcomes.

WHEN I STARTED TEACHING THIS CLASS IN 1997 IT WAS
STRICTLY LECTURES AND NOTING ISSUES AND DATES ON THE
CHALKBOARD. IN 2002 I BEGAN TO USE POWERPOINT
SLIDES AND VIDEOS AND IT HAS INCREASED STUDENT
PARTICIPATION & INTEREST.

Please return to Shawn Dry at Auburn Hills by March 31, 2008.

Joseph Oldenburg
3-31-08

248-348-3098

DATA COLLECTION

DISCIPLINE REVIEW

G. GENERAL EDUCATION

Coordinator: Distribute this form to all full-time or adjunct faculty members for every course that they are teaching which has General Education Outcomes indicated in the Catalog.

COURSE: HIS 2510

Please check the General Education Outcomes you are teaching and assessing in your instruction of this course.

GE Outcomes Listed in the Catalog	Teaching	Assessing
1. Communicate effectively	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2. Think critically and creatively	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
8. Appreciate diversity and commonality	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
9. Develop a strong commitment to social responsibility	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please list briefly what strategies you are using to teach and assess the GE Outcomes, as indicated above.

Learning Activities *Textbook assignments, primary source assignments, videos + DVD's, Map work - Lecture - Classroom - write activities - group activities, internet research.*

Assessment Strategies *Classroom discussion, anonymous surveys, objective testing, subjective tests, individual written assignments, daily check-ins, online resource evaluations*

Summarize what revisions you have made in your instruction as a result of teaching and assessing the above General Education Outcomes.

Increased use of primary sources and individual student analysis of primary and internet research.

DATA COLLECTION

DISCIPLINE REVIEW

G. GENERAL EDUCATION

Coordinator: Distribute this form to all full-time or adjunct faculty members for every course that they are teaching which has General Education Outcomes indicated in the Catalog.

COURSE: HIS 2510

Please check the General Education Outcomes you are teaching and assessing in your instruction of this course.

GE Outcomes Listed in the Catalog	Teaching	Assessing
1. Communicate effectively	_____	<u>X</u>
2. Think critically and creatively	<u>X</u>	<u>X</u>
8. Appreciate diversity and commonality	<u>X</u>	_____
9. Develop a strong commitment to social responsibility	<u>X</u>	_____

Please list briefly what strategies you are using to teach and assess the GE Outcomes, as indicated above.

Learning Activities

- 1 - CLASS DISCUSSION
- 2 - EXAM ESSAYS, DOCUMENT STUDIES
- 8 - CLASS TOPICS / DISCUSSION
- 9 - LECTURE / DISCUSSION

Assessment Strategies

- EXAMS
- DOCUMENT STUDIES

Summarize what revisions you have made in your instruction as a result of teaching and assessing the above General Education Outcomes.

GROUP QUIZ / DISCUSSION

DATA COLLECTION

DISCIPLINE REVIEW

G. GENERAL EDUCATION

Coordinator: Distribute this form to all full-time or adjunct faculty members for every course that they are teaching which has General Education Outcomes indicated in the Catalog.

COURSE: HIS 2510

Please check the General Education Outcomes you are teaching and assessing in your instruction of this course.

GE Outcomes Listed in the Catalog	Teaching	Assessing
1. Communicate effectively	<u>X</u>	<u>X</u>
2. Think critically and creatively	<u>X</u>	<u>X</u>
8. Appreciate diversity and commonality	<u>X</u>	<u>X</u>
9. Develop a strong commitment to social responsibility	<u>X</u>	<u> </u>

Please list briefly what strategies you are using to teach and assess the GE Outcomes, as indicated above.

Learning Activities

Group discussions and debates, handouts, film clips, additional readings, online sources

Assessment Strategies

Assessment of group activities, paper and homework assignments, debates, student presentations, tests

Summarize what revisions you have made in your instruction as a result of teaching and assessing the above General Education Outcomes.

Greater diversity in assessments to meet these various outcomes.

DATA COLLECTION

DISCIPLINE REVIEW

G. GENERAL EDUCATION

Coordinator: Distribute this form to all full-time or adjunct faculty members for every course that they are teaching which has General Education Outcomes indicated in the Catalog.

COURSE: HIS 2520

Please check the General Education Outcomes you are teaching and assessing in your instruction of this course.

GE Outcomes Listed in the Catalog	Teaching	Assessing
1. Communicate effectively	✓	✓
2. Think critically and creatively	✓	✓
8. Appreciate diversity and commonality	✓	✓
9. Develop a strong commitment to social responsibility	✓	✓
10. Understand the global environment	✓	✓

Please list briefly what strategies you are using to teach and assess the GE Outcomes, as indicated above.

Learning Activities Basically same as His 2510 -
- Independent + Group activities
- in class discussions of Lectures + Reading

Assessment Strategies
weekly quizzes, outside Reading -
group work

Summarize what revisions you have made in your instruction as a result of teaching and assessing the above General Education Outcomes.
Because of scope of course - US as more
engaged in International affairs - I try to develop
more global aspects. again - focus on diversity,
of experience + critical

Please return to Shawn Dry at Auburn Hills by March 31, 2008.

opportunity to look at Thinking - also - more
social responsibility

DATA COLLECTION

DISCIPLINE REVIEW

G. GENERAL EDUCATION

Coordinator: Distribute this form to all full-time or adjunct faculty members for every course that they are teaching which has General Education Outcomes indicated in the Catalog.

COURSE: HIS 2520

Please check the General Education Outcomes you are teaching and assessing in your instruction of this course.

GE Outcomes Listed in the Catalog	Teaching	Assessing
1. Communicate effectively	<u>X</u>	<u>X</u>
2. Think critically and creatively	<u>X</u>	<u>X</u>
8. Appreciate diversity and commonality	<u>X</u>	<u>X</u>
9. Develop a strong commitment to social responsibility	<u>X</u>	<u>X</u>
10. Understand the global environment	<u>X</u>	<u> </u>

Please list briefly what strategies you are using to teach and assess the GE Outcomes, as indicated above.

Learning Activities }
Assessment Strategies } Same as for HIS ~~2520~~ 2510

Summarize what revisions you have made in your instruction as a result of teaching and assessing the above General Education Outcomes.

Same as HIS 2510

DATA COLLECTION

DISCIPLINE REVIEW

G. GENERAL EDUCATION

Coordinator: Distribute this form to all full-time or adjunct faculty members for every course that they are teaching which has General Education Outcomes indicated in the Catalog.

COURSE: HIS 2520

Please check the General Education Outcomes you are teaching and assessing in your instruction of this course.

GE Outcomes Listed in the Catalog	Teaching	Assessing
1. Communicate effectively	<u>X</u>	<u>X</u>
2. Think critically and creatively	<u>X</u>	<u>X</u>
8. Appreciate diversity and commonality	<u>X</u>	<u>X</u>
9. Develop a strong commitment to social responsibility	<u>X</u>	<u>X</u>
10. Understand the global environment	<u>X</u>	<u>X</u>

Please list briefly what strategies you are using to teach and assess the GE Outcomes, as indicated above.

Learning Activities AS I LECTURE I STOP AND QUESTION STUDENTS AND WILL GIVE SHORT QUIZZES TO ASSESS MY COMMUNICATION WITH THE ASSIGNED READING OF PRIMARY DOCUMENTS I USE GROUP WRITING ASSIGNMENTS TO THINK CRITICALLY & CREATIVELY I ALWAYS INCLUDE OUTSIDE MATERIAL ABOUT THE DIFFERENT MINORITY GROUPS THROUGHOUT THE DIFFERENT ERAS OF HISTORY, TRY TO TEACH HOW GLOBAL EVENTS EFFECT LOCAL PEOPLE.

Assessment Strategies THE TESTS THAT I GIVE STUDENTS HAVE MANY DIFFERENT SECTIONS TO THEM WHERE I TEST SEPARATE COGNITIVE SKILLS, AND DIFFERENT LEVELS OF UNDERSTANDING

Summarize what revisions you have made in your instruction as a result of teaching and assessing the above General Education Outcomes.

I HAVE MADE ADJUSTMENTS TO THE TESTS TO AID ALL OF THE STUDENTS. I TRY TO INCLUDE MORE QUESTIONS THAT COVER ALL ASPECTS OF SOCIETY.

DATA COLLECTION

DISCIPLINE REVIEW

G. GENERAL EDUCATION

Coordinator: Distribute this form to all full-time or adjunct faculty members for every course that they are teaching which has General Education Outcomes indicated in the Catalog.

COURSE: HIS 2520

Please check the General Education Outcomes you are teaching and assessing in your instruction of this course.

GE Outcomes Listed in the Catalog	Teaching	Assessing
1. Communicate effectively	_____	_____
2. Think critically and creatively	_____/_____ X	_____/_____ X
8. Appreciate diversity and commonality	_____/_____ X	_____
9. Develop a strong commitment to social responsibility	_____/_____ X	_____
10. Understand the global environment	_____/_____ X	_____/_____ X

Please list briefly what strategies you are using to teach and assess the GE Outcomes, as indicated above.

Learning Activities

Assessment Strategies

Summarize what revisions you have made in your instruction as a result of teaching and assessing the above General Education Outcomes.

Please return to Shawn Dry at Auburn Hills by March 31, 2008.

DATA COLLECTION

DISCIPLINE REVIEW

G. GENERAL EDUCATION

Coordinator: Distribute this form to all full-time or adjunct faculty members for every course that they are teaching which has General Education Outcomes indicated in the Catalog.

COURSE: HIS 2610

Please check the General Education Outcomes you are teaching and assessing in your instruction of this course.

GE Outcomes Listed in the Catalog	Teaching	Assessing
1. Communicate effectively	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Think critically and creatively	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Develop an aesthetic awareness	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. Appreciate diversity and commonality	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Develop a strong commitment to social responsibility	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please list briefly what strategies you are using to teach and assess the GE Outcomes, as indicated above.

Learning Activities

Assessment Strategies

Summarize what revisions you have made in your instruction as a result of teaching and assessing the above General Education Outcomes.

(see back)

Please return to Shawn Dry at Auburn Hills by March 31, 2008.

Learning Activities

The major and minor required writing assignments are central class learning activities I employ to address critical thinking, communication effectiveness and awareness of social responsibility.

Within each paper assignment, the students are challenged to engage in the critical analysis and comparative discussion of a primary source document (and films), relating to class readings and lecture. The students are required to explore and interpret the original ideas, arguments and issues in both an historical as well as a contemporary context. Students are expected to investigate the historical factors surrounding the document ideas, and draw parallels and connections to current events and issues. In presentations and discussions they are to provide evidence through their analysis to substantiate their perspectives.

The aims of these activities are to initiate critical thinking, interpretation and comparative cross referencing for both past and present issues. This exposes the students to the 'active' nature of History, through the experience of performing aspects of the historical process, at the same time inducing critical awareness of current events.

Assessment Strategies

I assess aesthetic awareness and the appreciation for diversity through the directed forum of class discussion. These discussions play important roles in terms of evaluating student understanding of the material covered while also gauging the students' reaction to the historical issues covered. The discussions are often framed around the posed questions 'what do you think about that?' and 'Why?'. This moves beyond the memorizing of historical facts and into the realm of analysis. Furthermore, the class discussions provide a platform and encourage an atmosphere where students can express their appreciation, doubts, questions about cultural diversity found within the material.

Revisions

In terms of revisions, I have recently added student presentations relating to their assigned papers, to further facilitate class dialogue. This addition challenges the students to elaborate and substantiate their critical perspectives on the paper issues, while also providing the needed forum for student initiated discussion.

DATA COLLECTION

DISCIPLINE REVIEW

G. GENERAL EDUCATION

Coordinator: Distribute this form to all full-time or adjunct faculty members for every course that they are teaching which has General Education Outcomes indicated in the Catalog.

COURSE: HIS 2620

Please check the General Education Outcomes you are teaching and assessing in your instruction of this course.

GE Outcomes Listed in the Catalog	Teaching	Assessing
1. Communicate effectively	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Think critically and creatively	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Develop an aesthetic awareness	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. Appreciate diversity and commonality	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Develop a strong commitment to social responsibility	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please list briefly what strategies you are using to teach and assess the GE Outcomes, as indicated above.

Learning Activities

Assessment Strategies

Summarize what revisions you have made in your instruction as a result of teaching and assessing the above General Education Outcomes.

(see back)

Please return to Shawn Dry at Auburn Hills by March 31, 2008.

Learning Activities

The major and minor required writing assignments are central class learning activities I employ to address critical thinking, communication effectiveness and awareness of social responsibility:

Within each paper assignment, the students are challenged to engage in the critical analysis and comparative discussion of a primary source document (and films), relating to class readings and lecture. The students are required to explore and interpret the original ideas, arguments and issues in both an historical as well as a contemporary context. Students are expected to investigate the historical factors surrounding the document ideas, and draw parallels and connections to current events and issues. In presentations and discussions they are to provide evidence through their analysis to substantiate their perspectives.

The aims of these activities are to initiate critical thinking, interpretation and comparative cross referencing for both past and present issues. This exposes the students to the 'active' nature of History, through the experience of performing aspects of the historical process, at the same time inducing critical awareness of current events.

Assessment Strategies

I assess aesthetic awareness and the appreciation for diversity through the directed forum of class discussion. These discussions play important roles in terms of evaluating student understanding of the material covered while also gauging the students' reaction to the historical issues covered. The discussions are often framed around the posed questions 'what do you think about that?' and 'Why?'. This moves beyond the memorizing of historical facts and into the realm of analysis. Furthermore, the class discussions provide a platform and encourage an atmosphere where students can express their appreciation, doubts, questions about cultural diversity found within the material.

Revisions

In terms of revisions, I have recently added student presentations relating to their assigned papers, to further facilitate class dialogue. This addition challenges the students to elaborate and substantiate their critical perspectives on the paper issues, while also providing the needed forum for student initiated discussion.

Faculty Sign-Off Form*

For Curriculum Review of Discipline:

I approve the Curriculum Review Report as written by the Faculty Program Review Coordinator.

Yes No

Comments: (Attach additional sheets if necessary)

see email of 14 April to
Shawn Dry
response 15 April.

Name (printed) MARILYNN KOKOSZKA

Signature Marilynn Kokoszka

Date 14 April 2008

* This form is to be copied by and distributed to all faculty within the Discipline to ensure awareness and participation.

Faculty Sign-Off Form*

For Curriculum Review of Discipline:

I approve the Curriculum Review Report as written by the Faculty Program Review Coordinator.

Yes No

Comments: (Attach additional sheets if necessary)

Name (printed) Michael Vollbach

Signature *Michael Vollbach*

Date 4/28/08

* This form is to be copied by and distributed to all faculty within the Discipline to ensure awareness and participation.

Faculty Sign-Off Form*

For Curriculum Review of Discipline:

I approve the Curriculum Review Report as written by the Faculty Program Review Coordinator.

Yes X No

Comments: (Attach additional sheets if necessary)

Name (printed) Tony Baracco

Signature Tony Baracco

Date 4-24-8

* This form is to be copied by and distributed to all faculty within the Discipline to ensure awareness and participation.