



History & Geography Program Review

2011-2016

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PROGRAM: DEPARTMENT OF HISTORY & GEOGRAPHY

Program Review Team

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Mission

The mission of the department of history at Bergen Community College is to create a first-rate teaching and learning community where students acquire historical knowledge covering all periods and geographical concentrations. We seek to maintain high standards of civic engagement, instruction, and scholarship including investigating and interpreting primary and secondary historical sources by various methods. We affirm a commitment to help students develop an appreciation of history, both western and non-western, through an understanding of the past and its impact on the present. Recognizing that the discipline of history holds a central place in the liberal arts and general education curriculum, we wish to impart to students critical reading, analytical thinking, and effective writing skills which are essential for further study in all majors and success in a wide-range of careers. Equipped with this historical training students are better prepared to become productive and responsible citizens. The department strengths include courses in Western Civilization, United States History, European History, Women and Gender History, and Latin American History.

Learning Outcome Goals

Students who complete courses in the History Program will be able to:

- Demonstrate, in both written and oral discussion, the ability to consider a diversity of viewpoints, construct and defend a thesis, and revise it effectively as new evidence demands.
- Read and comprehend a variety of primary and secondary sources, evaluate their perspective and bias, and contextualize them with appropriate detail.
- Develop a methodological practice of identifying, gathering, evaluating, analyzing, synthesizing, interpreting, and citing historical evidence.
- Narrate, in written or oral form, an event from the past in a way that recognizes different perspectives, multiple causation, and rejects inevitability.
- Recognize the important political, intellectual, social, and cultural forces that have shaped our past.
- Identify examples of historical change and continuity over time and evaluate their historical significance.
- Temper moral judgment in historical interpretation with an understanding of historical perspective and the significance of changing cultural context.

Summary of Significant Developments since Last Review

No previous program review available.

FOCUS ON STUDENTS

The History & Geography Department serves students who are enrolled in the history and geography degree program options. We also serve students in other disciplines as many of our courses are general education and diversity course electives required for other degree or certificate programs. Students participate in department-sponsored events such as the Distinguished Lecturer Series and Genocide Studies Speaker Series. Students are also involved in various clubs affiliated with the program such as the History Club at the Meadowlands and the “F” W.O.R.D. (Feminists: Women Obtaining Rights & Diversity) club at the Paramus campus.

Demographics 2011-2015 (AA.LA.HIST)

Enrollment (Fall):

2011	108	(FT = 68; PT = 40)
2012	116	(FT = 74; PT = 42)
2013	107	(FT = 73; PT = 34)
2014	80	(FT = 48; PT = 32)
2015	71	(FT = 41; PT = 30)

Enrollment by Registration Type (Fall)				
	2012	2013	2014	2015
First-Time	21.6	24.3	12.5	22.5
Returning	60.3	57.9	72.5	66.2
Stop-Out	12.9	8.4	7.5	2.8
Transfer	5.2	9.3	7.5	8.5

Enrollment by Gender & Ethnicity (Fall)								
	2012		2013		2014		2015	
	F	M	F	M	F	M	F	M
White	50.0	58.9	30.4	50.0	46.7	49.2	53.3	53.6
Hispanic	30.8	26.7	52.2	20.2	40.0	21.5	33.3	16.4
Black	0.0	2.2	0.0	2.4	0.0	3.1	0.0	1.8
Asian	3.8	3.3	4.3	9.5	6.7	7.7	0.0	1.8
Unknown	7.7	8.9	8.7	16.7	0.0	13.8	13.3	17.9
Other	7.7	0.0	4.3	1.2	6.7	4.6	0.0	8.9

Retention, Graduation, and Transfer Rates 2011-2015

One-Year Retention Rate		
Fall	Enrolled in Major	All FTFT
2011	78.3	66.2
2012	66.7	64.5
2013	78.9	68.7
2014	55.6	64.0

One-Year Retention Rate includes first-time, full-time, degree-seeking students who reenrolled the following Fall at BCC

Graduation Rates			
Cohort	Within Major	Different Major	Total Graduated
2009	0	10	10
2010	16.0	8.0	24.0
2011	17.4	17.4	34.8
2012	22.2	16.7	38.9

Graduation rates based on first-time full-time degree-seeking students who graduated within 3 years of first enrolling at BCC (e.g. 2012 Cohort graduated in 2015).

Transfer Rates		
Cohort	Within Major	BCC Avg
2009	5.0	14.5
2010	12.0	16.0
2011	13.0	15.0
2012	11.1	17.3

Based on first-time full-time degree-seeking students who transferred without graduating within three years of first enrolling at BCC (e.g. 2012 Cohort transferred in 2015).

Transfer:

Eleven (11) graduates who received their degrees between 2009 and 2013 responded to the Graduate Follow-Up Survey from the Center for Institutional Effectiveness. Nine (9) respondents report enrolling in the following colleges: Cornell (1); William Paterson (1); University of Maryland (1); American University (1); Montclair (2); and Columbia (1). Of the 11 students who responded to the survey two (2) had not enrolled at another college in a degree granting program.

For the 9 respondents who transferred, the majority of credits earned at BCC were accepted by the transfer school (see table below).

Year	Credits Accepted		
	0-32	33-63	64+
2009		1	2
2010		2	
2011		3	1
2012	<i>no respondents</i>		
2013	<i>no respondents</i>		

Generally, survey respondents rated their course preparation at BCC positively (2=Fair, 3=Average, 4=Good, 5=Excellent)

	2009	2010	2011	2012	2013
Composite Score	4.33	5.0	2.75	<i>no respondents</i>	

Graduate Transfer Experience Survey:

2013: One (1) student who transferred from the History program responded to the CIE's 2013 Graduate Transfer Experience Survey. This student transferred to Rutgers University to pursue a degree in English/History and was currently enrolled at the time of the survey. The respondent reported that less than 50 of their credits completed at BCC were accepted by Rutgers and that they required approximately less than 50 credits to complete their program. The respondent reports that there were no GE course requirements taken at BCC that needed to be repeated at Rutgers and that Rutgers did not accept all courses completed at BCC. The respondent did not provide information on the courses Rutgers did not accept.

2014: One (1) student who transferred from the History program responded to the CIE's 2014 Graduate Transfer Experience Survey. This student transferred to Fairleigh Dickinson University to pursue a degree in History and was currently enrolled at the time of the survey. The respondent reported that 61-70 of their credits completed at BCC were accepted by FDU and that they required approximately 50-60 credits to complete their program. The respondent reports that there were no GE course requirements taken at BCC that needed to be repeated at FDU and that FDU accepted all courses completed at BCC.

Employment:

2009: Two (2) students were not employed but were seeking employment; and two (2) were not available for employment.

Respondent Comments:

- I really enjoyed the activities offered by the student services and activities set up by the college itself!
- Continue the NJ stars program for deserving students.
- BCC helped me to decide what I wanted to do in life. I learned many things from Bergen and it was not costly
- Because academic advising is not required for class registration I did not use the service during my time at BCC. But now I find from my current college that advising was extremely helpful for deciding which classes to take, so perhaps requiring or promoting the use of academic advising before registration would help students get more out of their time at BCC.

2010: Two (2) students were employed part-time in fields unrelated to their program of study; one (1) worked as a barista, the other a cashier; one (1) found their job before entering BCC, the other more than three months post-graduation. Both respondents reported making below \$15,000 annually; one (1) heard of the position through the newspaper, the other through a friend. When asked how well their studies at BCC prepared them for their current position respondents ranked their preparation at 2.0 (3=Average, 2=Fair, 1=Poor).

Respondent Comments:

- I really did enjoy my time at BCC. I only wish I could have completed my Bachelor's degree there as well. Some of the professors at BCC really helped me to be prepared for MSU. While others were far less challenging. The tutoring center was very helpful while some of the advisors and counselors were not. Despite the negative qualities I'd recommend BCC to anyone who was looking to try out the college experience. Thanks so much BCC it was a great experience.

2011: Two (2) respondents report having full-time employment; two (2) report part-time employment; and one (1) was not employed but seeking employment. Three (3) report having current jobs that were somewhat related to their program of study; one (1) was employed in an unrelated field. Two (2) report employment as assistants; one (1) was a manager; one (1) was employed as a teacher. One (1) respondent found their job before enrolling at BCC; two (2) found their current job while enrolled at BCC; and one (1) found their job more than three months after graduating from BCC. All 2011 respondents (100%) report that their program of study at BCC helped their performance on the job. Two (2) respondents report annual earnings below \$15,000, while two (2) report earning between \$20,000 and \$29,000 annually. Finally, two respondents found their jobs through a friend or relative; one through a newspaper advertisement, and one through an employment agency. When asked how well their studies at BCC prepared them for their current position respondents ranked their preparation at 3.0 (4=Good, 3=Average, 2=Fair).

Respondent Comments:

- I believe walking in as a freshman to BCC more could have been done to help ease the transition from high school to college. Although BCC did offer gatherings for new students to learn more about the college, I feel no incoming freshmen should be

allowed to go online and pick their schedules. I believe having a set time to meet with an academic advisor and go over a plan as to what the student will need to take, what they will be expected to take and what they can choose, as well as give guidance to those students who are unsure as to what degree is right for them is needed in this school. As a student who has graduated from BCC and returned for another degree (graduated with an Ass. in History, returned for an Ass. in Paralegal Studies) I enjoy the school and believe it is a great tool for young adults who don't know where they want to end up later down the road, but I believe I could have figured out that I wanted to be a paralegal had I had someone to sit down with (and not rushed during a visit when everyone else gets 5 [minutes] to plead for their classes) instead of graduating thinking I was headed in one direction only to return within the same school year for a second degree. As far as professors go, I believe BCC has the best staff imaginable, although some teachers are rough or not the best, as a whole the school offered me plenty of great teachers who went above just teaching but reached out to students and opened our eyes to different worlds. The passion felt by the faculty is noted and appreciated by many of us whom attended.

- I cannot understate the importance of the tutoring or the academic climate at BCC. It contributed to my own success as well as many other students during my time there.

2012: No respondent data

2013: No respondent data

Conclusion

History & Geography is a well-attended and robust program option. While enrollment numbers have declined since 2013 this is in keeping with national demographic shifts in higher education. Significantly, however, the percentage of part-time students has declined though not at as high a rate as full-time students, which may correlate to the decline in traditional-age students. Also, while the number of first-time students declined in 2014 (12.5) that number nearly doubled in 2015 (22.5). In 2015 the percentage of returning students (66.2) declined from the previous year (72.5), but Fall 2015 percentage was above 2012 (60.3) and 2013 (57.9). So while decreased enrollment numbers are certainly a concern they are not dire. Transfer rates are below the BCC average but consistent and the graduation rates continue to increase. Retention rates are healthy but could be improved. These issues are discussed further in the **Action Plan** section of this report.

Data Needs

More meaningful data might be obtained with a greater rate of response, especially regarding transfer and graduate surveys.

FOCUS ON FACULTY AND STAFF

The History and Geography Department consists of eight (8) full-time faculty and thirty-five (35) adjunct instructors. The departmental staff includes one administrative assistant who is shared with three other departments: World Languages, Communication, and Philosophy.

Demographics and Satisfaction Survey: Spring 2016

Two surveys were sent to 31 full-time faculty members and adjuncts (*see Appendix A*). Data was collected on demographic information as well as on measures of satisfaction with departmental leadership, teaching support, facilities and education and technology. Below are the responses from the 17 faculty members who participated in the survey. A brief discussion of the results appears after the tables. Please refer to the Center for Institutional Effectiveness survey data charts below for a detailed breakdown of survey responses.

Status

	N	%
Adjunct	11	68.8
Full-time Faculty	5	31.3
Total	16	100.0

Highest degree earned

	N	%
Master's degree	9	52.9
PhD	6	35.3
2 Master's degrees	1	5.9
Master's + 60 credits	1	5.9
Total	17	100.0

Number of years teaching at BCC

# years	N	%
1-5	6	35.3
6-10	7	41.2
11-15	2	11.8
16-20	1	5.9
41-45	1	5.9
Total	17	100.0

Number of years teaching total

# years	N	%
1-5	2	11.8
6-10	2	11.8
11-15	4	23.5
16-20	3	17.6
21-25	3	17.6
41-45	1	5.9
46-50	1	5.9
51-55	1	5.9
Total	17	100.0

How frequently do you use the following facilities?

Use of facilities	Never		Rarely		Sometimes		Often		A great deal		Total
	N	%	N	%	N	%	N	%	N	%	
Library	2	11.8	6	35.3	5	29.4	4	23.5	-	-	17
Computer lab	5	31.3	8	50.0	2	12.5	-	-	1	6.3	16
Writing lab	10	66.7	2	13.3	3	20.0	-	-	-	-	15
Tutoring Center	9	60.0	3	20.0	2	13.3	1	6.7	-	-	15
Office of Specialized Services (OSS)	6	37.5	3	18.8	3	18.8	3	18.8	1	6.3	16
Moodle	7	41.2	-	-	1	5.9	1	5.9	8	47.1	17
Center for Innovation in Teaching and Learning (CITL)	11	73.3	-	-	4	26.7	-	-	-	-	15
Center for Student Success	10	66.7	2	13.3	2	13.3	1	6.7	-	-	15
Retention Alert/Pipeline	10	66.7	3	20.0	2	13.3	-	-	-	-	15
<i>Office of Testing Services*</i>	-	-	-	-	1	100.0	-	-	-	-	1

**Manually entered by respondent(s) in the 'Other' section*

How satisfied are you with the following facilities?

Facilities	Very dissatisfied		Dissatisfied		Satisfied		Very satisfied		Total
	N	%	N	%	N	%	N	%	
Library	1	6.7	-	-	6	40.0	7	46.7	14
Computer lab	-	-	-	-	8	61.5	2	15.4	13
Writing lab	1	9.1	-	-	2	18.2	1	9.1	11
Tutoring Center	-	-	-	-	3	27.3	2	18.2	11
Office of Specialized Services (OSS)	-	-	-	-	6	46.2	4	30.8	13
Moodle	-	-	-	-	5	38.5	4	30.8	13
Center for Innovation in Teaching and Learning (CITL)	-	-	-	-	2	20.0	2	20.0	10
Center for Student Success	1	11.1	-	-	3	33.3	-	-	9
Retention Alert/Pipeline	-	-	2	20.0	2	20.0	-	-	10
<i>Office of Testing Services*</i>	-	-	-	-	1	50.0	1	50.0	2

**Manually entered by respondent(s) in the 'Other' section*

Satisfaction with facilities rarely used

Use rarely	Satisfaction								
	Very dissatisfied		Dissatisfied		Satisfied		Very satisfied		Total
	N	%	N	%	N	%	N	%	
Library	-	-	-	-	3	60.0	2	40.0	5
Computer lab	-	-	-	-	5	62.5	2	25.0	7
Writing lab	1	50.0	-	-	-	-	-	-	1
Tutoring Center	-	-	-	-	2	66.7	-	-	2
Office of Specialized Services (OSS)	-	-	-	-	3	100.0	-	-	3
Moodle	-	-	-	-	-	-	-	-	0
Center for Innovation in Teaching and Learning (CITL)	-	-	-	-	-	-	-	-	0
Center for Student Success	1	50.0	-	-	-	-	-	-	1
Retention Alert/Pipeline	-	-	-	-	1	33.3	-	-	1
Office of Testing Services*	-	-	-	-	-	-	-	-	0

*Manually entered by respondent(s) in the 'Other' section

Satisfaction with facilities used sometimes

Use sometimes	Satisfaction								
	Very dissatisfied		Dissatisfied		Satisfied		Very satisfied		Total
	N	%	N	%	N	%	N	%	
Library	1	20.0	-	-	2	40.0	2	40.0	5
Computer lab	-	-	-	-	2	100.0	-	-	2
Writing lab	-	-	-	-	2	66.7	1	33.3	3
Tutoring Center	-	-	-	-	1	50.0	1	50.0	2
Office of Specialized Services (OSS)	-	-	-	-	2	66.7	1	33.3	3
Moodle	-	-	-	-	1	100.0	-	-	1
Center for Innovation in Teaching and Learning (CITL)	-	-	-	-	2	50.0	2	50.0	4
Center for Student Success	-	-	-	-	2	100.0	-	-	2
Retention Alert/Pipeline	-	-	1	50.0	1	50.0	-	-	2
Office of Testing Services*	-	-	-	-	1	100.0	-	-	1

*Manually entered by respondent(s) in the 'Other' section

Satisfaction with facilities used often

Use often	Satisfaction								
	Very dissatisfied		Dissatisfied		Satisfied		Very satisfied		Total
	N	%	N	%	N	%	N	%	
Library	-	-	-	-	1	25.0	3	75.0	4
Computer lab	-	-	-	-	-	-	-	-	0
Writing lab	-	-	-	-	-	-	-	-	0
Tutoring Center	-	-	-	-	-	-	1	100.0	1
Office of Specialized Services (OSS)	-	-	-	-	1	33.3	2	66.7	3
Moodle	-	-	-	-	1	100.0	-	-	1
Center for Innovation in Teaching and Learning (CITL)	-	-	-	-	-	-	-	-	0
Center for Student Success	-	-	-	-	1	100.0	-	-	1
Retention Alert/Pipeline	-	-	-	-	-	-	-	-	0
Office of Testing Services*	-	-	-	-	-	-	-	-	0

*Manually entered by respondent(s) in the 'Other' section

Satisfaction with facilities used a great deal

Use a great deal	Satisfaction								
	Very dissatisfied		Dissatisfied		Satisfied		Very satisfied		Total
	N	%	N	%	N	%	N	%	
Library	-	-	-	-	-	-	-	-	0
Computer lab	-	-	-	-	1	100.0	-	-	1
Writing lab	-	-	-	-	-	-	-	-	0
Tutoring Center	-	-	-	-	-	-	-	-	0
Office of Specialized Services (OSS)	-	-	-	-	-	-	1	100.0	1
Moodle	-	-	-	-	4	57.1	3	42.9	7
Center for Innovation in Teaching and Learning (CITL)	-	-	-	-	-	-	-	-	0
Center for Student Success	-	-	-	-	-	-	-	-	0
Retention Alert/Pipeline	-	-	-	-	-	-	-	-	0
Office of Testing Services*	-	-	-	-	-	-	-	-	0

*Manually entered by respondent(s) in the 'Other' section

Select the technologies you have used in BCC classrooms

Technologies	N	% of Respondents ¹
Smart Classrooms (Wall/Desk Control panels)	14	82.4
DVD/VCR combo unit	12	70.6
Audio/Video presentation capability	11	64.7
Wireless Internet Access	10	58.8
Document camera	3	17.6
Lecture Capture (vControl Profile application)	1	5.9
Interactive touch-screen TV	1	5.9
None of the above	1	5.9
Overhead projector*	1	5.9
BluRay player	0	0.0

*Manually entered by respondent(s) in the 'Other' section

Rate your agreement with the following statements:

	Strongly disagree		Disagree		Agree		Strongly agree		Total N
	N	%	N	%	N	%	N	%	
I feel supported by staff members	3	17.6	-	-	8	47.1	6	35.3	17
I feel supported by administration	3	17.6	3	17.6	6	35.3	5	29.4	17
I feel supported by faculty members	2	11.8	1	5.9	7	41.2	7	41.2	17
I am satisfied with the variety of course offerings in History/Geography	1	5.9	2	11.8	8	47.1	6	35.3	17

Additional comments

Comments (Verbatim)
It is a pleasure to teach at the college, you are free to try new techniques and strategies to get success out of your students

Summation and Discussion of Survey Results

Of the full-time faculty, six are male and two are female. Two identify as Asian-Pacific Islander, one Hispanic, and five as ethnically white. Of the eight only one is untenured. The untenured faculty member applies for tenure in Fall 2016. Regarding rank, two are Assistant Professors, three are at the Associate level, and three are full Professors. Of the eight full-time faculty, five have a PhD and three have Masters. According to the survey results, 76.5 percent of respondents have been teaching at BCC for at least ten years and 50 percent have been teaching between six and fifteen years in total. The History & Geography Department full-time faculty are engaged scholars, pedagogically sophisticated, and are deeply engage in the life of BCC and the community.

Faculty report being satisfied or very satisfied with educational facilities; program administration and support; and their History & Geography colleagues. With regard to educational technology and facilities, faculty report the highest satisfaction with the resources they use most frequently. Assessments of “dissatisfied” or “very dissatisfied” only occur for those resources used “sometimes” or “rarely.” The Writing Lab and Center for Student Success each scored “very dissatisfied” by one reviewer each who report having “rarely used” these resources. One faculty member who “sometimes uses” the Library, and another who “sometimes uses” the Retention Alert/Pipeline report being “dissatisfied.” While this represents a small percentage of respondents, the level of dissatisfaction suggests that the department may wish to follow up with a more finely-tuned survey that asks for specific feedback regarding satisfaction with educational and technology facilities. Forty-seven percent of respondents use Moodle “often” or “a great deal”; 23.5 percent use the library “often” or “a great deal”; and 18 percent work with the Office of Specialized Services “often” or “a great deal.” Of the Moodle users, 69.3 percent are “satisfied” or “very satisfied”; and 77 percent of respondents working with the Office of Specialized Services are also “satisfied” or “very satisfied.” Nearly 87 percent of library users are “satisfied” or “very satisfied.” Since many course offerings are web-enhanced, faculty have attended Center for Innovation in Teaching and Learning (CITL) workshops on Moodle. As online and hybrid offerings in the department increase, more and more faculty are enrolling in and successfully completing the The Online Professor Program (TOPPs) courses.

Professional Activities: Full-Time Faculty

Service to College: Committees	
Keith Chu	Middle States Accreditation Self-Study Steering Committee (2014-2016) General Education Committee, 2015-2016
Phil Dolce	Black History Month Committee, chair; various
Ilan Ehrlich	Faculty Senate, Learning Assessment Committee, 2013-present Middle Eastern Heritage Committee, 2011-present General Education Committee, 2009-2013 Faculty Senate, On-Line Student Learning Committee, 2012 Library Committee, 2010, 2015-present
Christine Eubank	Faculty Senate, 2015-present Women's History Month Committee, Chair, 2012-2015 General Education Committee, 2014-2015 Library Committee, 2012-2015
Rubil "Bill" Morales	Faculty Senate, to 2015
Sarah Shurts	BCC History Club at the Meadowlands, Faculty Advisor Assessment Fellow, Bergen Community College
Kil Yi	Faculty Senate, 2015-2016 Departmental Promotion Committee Sabbatical Committee Asian Heritage Committee

Service to College: Events & Additional Service	
Keith Chu	Academic Department Chair "Defending Socrates" Panelist, Post-production discussion of Aristophanes, <i>The Clouds</i> , March 2016 "Why Geography Matters," Presentation, Tri-States Best Practices Conference, March 2016 "Geography in the Community College Curriculum," BCC CITL <i>Summer Institute</i> , May 2016 <i>Magna Carta: 800th Anniversary of the Foundation of Liberty</i> , Conference Organizer, 2015 Peace, Justice, and Reconciliation, Speaker's Bureau <i>70th Anniversary of World War II: Writing Informal History</i> , collaborative teach-in, 2015 "The Early Middle Ages, 300-1,000," Louis Marshall Institute for Learning in Retirement (2015) BCC Annual Speech Competition, Faculty Judge, April 2016
Phil Dolce	Suburban Studies Group, Chair
Ilan Ehrlich	"International Suburbs: The Middle Landscape on Three Continents," moderator, Suburban Studies Group, 2014

	<p>"The Early Years of Fidel Castro: Gangster, Law Student, Young Politico," presenter, Distinguished Speaker Series, 2014</p> <p>"Spanish Conquest of Mexico,"</p> <p>"Providing Job Skills and Internship Opportunities," moderator, Tri-States Best Practices Conference, 2013</p> <p>"Innovative Teaching within the Field of Communication: Examining Culture, Speech, and Mass Media," presenter, Tri-States Best Practices Conference, 2012</p>
Christine Eubank	<p>"Assignment Charrettes: Fine Tuning Assignments to Reflect Learning Goals," workshop co-presenter, BCC Day of Development, 2016</p> <p>"Body Talk: A-B-Cs of Women's Reproductive Health," invited speaker, BCC The "F" W.O.R.D. Club, 2016</p> <p>"Cine y Café: <i>Like Water for Chocolate</i>," discussant, Latino/a Heritage Month 2015</p> <p><i>She's Beautiful When She's Angry</i>, invited speaker & moderator, BCC The "F" W.O.R.D. Club, 2015</p> <p>"Feminism 101," panelist, BCC The "F" W.O.R.D. Club, 2015</p> <p>"Women in Suburbia," "Body Image in the Age of Photoshop," and "Mentoring Workshop: Exploring Career Pathways," panelist, BCC Women's History Month, 2015</p> <p>"Returning Students and Returning Vets: Diverse Needs in the Classroom," moderator, Tri-States Best Practices Conference, 2015</p> <p>"Sexual Objectification & Gender Stereotypes: Breaking it All Down," presenter, BCC Diversity Weekend, 2013 & 2014</p> <p>"Sustainability: An Interdisciplinary Conversation," panelist, BCC Sustainability Initiative, 2014</p> <p>"Empowering Women: Mentoring Workshop," panelist, BCC 1-2-3 Connect Program, 2014</p> <p>"Women's History Month 2015: A Preview," presenter, BCC Faculty Development Workshop, 2014</p> <p>Faculty Advisor, The "F" W.O.R.D. (Women Obtaining Rights & Diversity) Club, 2014-present</p>
Rubil "Bill" Morales	Distinguished Lecturer Series, 2014
Sarah Shurts	<p>Organizer Tri-State Best Practices Conference, 2012-present</p> <p>Co-organizer Beacon Student Conference (mid-Atlantic region) 2015-2016</p> <p>Organizer Genocide Studies Speaker Series (BCC) 2014-present</p> <p>Organizer Humanities Research Seminar Series (BCC) 2014-2015</p>
Kil Yi	"International Suburbs: The Middle Landscape on Three Continents," panelist, Suburban Studies Group, 2014

Publications	
Ilan Ehrlich	<p><u>Books:</u> <i>Eduardo Chibas: The Incurable Man of Cuban Politics</i>, Rowman & Littlefield, 2015</p> <p><u>Articles:</u> “Old and New Politics in Cuba: Revisiting Young Eddy Chibas, 1927-1940,” <i>Cuban Studies</i>, vol. 45 (forthcoming, July 2016) “Chibas, Eduardo, Final Radio Address” in <i>Cuba: People, Culture, History: Volume II</i>, Eds. Louis Perez and Alan West-Durán, et al., Scribner’s/Gale Publishers, 2012 (encyclopedia entry)</p>
Rubil “Bill” Morales	<p><i>New York vs. New York, 1962: The Yankees, the Mets, and the Birth of a Baseball Rivalry</i> (McFarland Press, 2012). <i>Farewell to the Last Golden Era: The Yankees, the Pirates, and the 1960 Baseball Season</i> (McFarland Press, 2010).</p>
Sarah Shurts	<p><u>Books:</u> Source Materials collection for <i>The West In Question</i> textbook by Eric Kurlander and Kimberly Reiter (in progress, forthcoming 2017 Oxford University Press) <i>Resentment and the Right: French Intellectual Identity Reimagined, 1898-2000</i> (revisions under review at University of Delaware Press)</p> <p><u>Articles:</u> “Safeguarding a ‘Civilization in Crisis’: The Pan-European Community of La Revue Universelle and the Cultivation of a French Conservative Revolution, 1920-1936,” <i>Journal of Modern European History</i> (solicited for special issue—currently under review) “History in Harmony: The AHA “Tuning” Project in the Community College and the Closing of the Transfer Gap,” <i>The History Teacher</i> (forthcoming 2016) “Continental Collaboration: the Transition from Ultrationalism to Pan-Europeanism by the Interwar French Fascist Right,” <i>French Politics, Culture & Society</i> (Winter 2014) “Resentment and the right: a twentieth-century cycle of reaction, reevaluation, and retreat by the French extreme right,” <i>European History Quarterly</i> volume 43 no2 (April, 2013): 257-278. “Redefining the Engagé: Intellectual Identity in Fin de Siècle France,” <i>Historical Reflections/Réflexions Historiques</i> volume 38 no3 (Winter 2012).</p> <p><u>Reviews:</u></p>

	<p>Kevin Passmore, <i>The Right in France from the Third Republic to Vichy</i> (Oxford, 2013), in <i>European History Quarterly</i> 44:3 (July 2014).</p> <p>Robert Lynn Fuller, <i>The Origins of the French Nationalist Movement, 1886-1914</i> (McFarland & Co., 2012), in <i>European History Quarterly</i> 44:2 (April 2014).</p>
Kil Yi	<p><i>Korea Daily</i>, weekly contributor</p> <p>"Park Chung Hee, Lyndon B. Johnson, and the Vietnam War," <i>Korea Daily</i>, 50th Anniversary Commemoration of US-Korea Alliance in the Vietnam War, 2015</p>

Conferences	
Keith Chu	<p>"Empowering the 21st Century Student," <i>NJ School Boards Association</i>, Atlantic City, New Jersey, 2015</p> <p><i>Third International Symposium on Crusade Studies: Medieval Worlds in Conflict</i>, St. Louis, Missouri, 2014</p>
Phil Dolce	Suburban Studies Group, multiple conferences, 2011-2016
Ilan Ehrlich	<p>"The Cuban Economy since 1900," Latino Heritage Month, Ocean County College, invited speaker, 2015</p> <p>"Eduardo Chibas," Leon Levy Center for Biography, invited speaker, 2015</p> <p>"Eduardo Chibás: The Incurable Man of Cuban Politics," Universidad Interamericana, Center for the Study of Political Dynamics, Puerto Rico, invited speaker, 2015</p> <p>"Cuba's 1950 Midterm Elections: The Island's Last Democratic Poll," Assoc. for the Study of the Cuban Economy, 2012</p> <p>"The Combat of Virtue Against Vice: Ramon Grau San Martin, Eduardo Chibas, and Messianic Disappointment in Mid-Twentieth Century Cuba," American Historical Assoc. Annual Conference, 2011</p> <p>"Ramon Grau San Marin: Cuba's Prophet of Disappointment", Bildner Center for western Hemisphere Studies and at the Assoc. for the Study of the Cuban Economy, 2011</p>
Christine Eubank	<p>"From Brooklyn to the 'Burbs: Feminist Converge on Orange County, California," presenter, Oral History Association annual meeting, Tampa, Florida, 2015</p> <p>"Educators and Mediators in the Suburbs: Women Professors and the Anti-Vietnam War Movement on a College Campus in Southern California," presenter, Community College Humanities Association annual conference, Louisville, Kentucky, 2013</p>
Rubil "Bill" Morales	"You Can Go Home: The New York Mets and the Invention of Tradition," Fiftieth Anniversary of the New York Mets

	Conference, Hofstra University, Garden City , NY, 2012
Sarah Shurts	<p>“New Approaches to Gen Ed History: Tuning the Introductory Survey Course for Non-Majors” presenter, American Historical Association annual meeting, 2016</p> <p>“Tuning Disciplines and Engaging Departments in Using Learning Outcomes Across General Education: Lessons from Two Learned Societies” panelist, American Association of Colleges and Universities annual meeting, 2016.</p> <p>“Tuning History in the Intro Survey Courses: High Schools, Community Colleges, and Four Year Institution,” presenter, National Council for Social Studies annual meeting, 2015</p> <p>“Agathon and the Nouvelle Sorbonne: Memory of the Franco-Prussian War and the conflict in French Education on the Eve of World War I,” presenter, Western Society for French History annual meeting, 2014.</p> <p>“Pairing History with ‘The Other Disciplines’: Linked courses and Learning Communities in History Education” presenter, American Historical Association’s annual meeting, 2015</p> <p>“Going beyond Gen Ed at the Associate’s Level” presenter, Undergraduate Teaching Workshop, American Historical Association’s annual meeting, 2014.</p> <p>“Against the Day : Anti-Science and Anti-Rationality in Modern France,” commentator, Western Society for French History annual meeting, 2014</p> <p>“In Defense of the Humanities: the Nouvelle Sorbonne debate and the crisis of identity in French education, 1910-1920” presenter, National CCHA annual meeting, 2013.</p> <p>“‘Qu’est-ce qu’un intellectuel?’: Ramon Fernandez and the Fascist reimagining of intellectual responsibility in the 1930s” Drew University’s Thinking Publicly conference, 2013.</p> <p>“Harmonious or Off-Key? The American Historical Association Tuning Project,” Community College Humanities Association, Boston, MA, 2012.</p> <p>“Europeanism as the New French Nationalism: The Evolution of Right-Wing Conceptions of French Nationalism in Response to Global Exchange,” presenter, Society for the Study of French History, York England, 2012.</p> <p>Urban History Association Conference, commentator, New York, NY, 2012</p> <p>“Controversial Contributions: Alain de Benoist and An Approach to Controversial Intellectual History for Teachers and Scholars,” presenter, New England Historical Association annual meeting, 2011</p>

Kil Yi	"In Search of American Identity," weekly lecturer, Korean Community Center, Tenafly, NJ, _____-present
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Grants, Fellowships, and Awards	
Keith Chu	<i>NISOD Teaching Excellence Award</i> recipient, 2014
Ilan Ehrlich	Princeton Mid-Career Fellowship, 2014-2015
Rubil "Bill" Morales	Princeton Mid-Career Fellowship, 2015-2016
Sarah Shurts	Center for Peace Justice and Reconciliation Grant, 2013-2014 and 2014-2015 Center for Instructional Research and Development Grant, 2013-2014 National Endowment for the Humanities Landmarks Grant, Summer 2012 Center for Instructional Research and Development Grant, 2011-2012

Professional Service & Professional Affiliations	
Keith Chu	MyHistoryLab, Pearson World History text (commentator/contributor) Geosystems Core, Pearson (focus group member) Rutherford Board of Education, 3-year member National Council for Geographic Education Medieval Academy of North America Goethe-Institut (Fellow)
Phil Dolce	New Jersey Business & Labor State Advisory Committee Bergen County Law & Public Safety Institute NJ Council for the Humanities Speaker's Bureau Columbia University Seminar on the City, Associate
Christine Eubank	American Historical Association Organization for American Historians Oral History Association Western Association of Women's Historians BCC Women's Institute Advisory Board, 2013-2015
Sarah Shurts	Co-organizer Teaching History to Undergraduates: A regional conversation (Brooklyn, NY) 2014 American Historical Association <ul style="list-style-type: none"> • James Harvey Robinson Prize Committee (2012-2016) • Turning Project Committee (2012-2014) • Two Year College Task Force (2015-2016) Western Society for French History <ul style="list-style-type: none"> • Council Member (elected 2014-2017) • <i>Proceedings</i>, co-editor (2015-2018)

Adjunct Faculty

The Department Chair coordinates adjunct hiring in conjunction with departmental needs. The number of adjunct instructors required fluctuates between 33 and 37. Adjuncts hiring is approved by the Divisional Dean and Academic Vice President. Adjunct instructors are required to attend the Professional Day of Development and meet the qualifications for each course taught as specified in the Faculty Credentials Manual (*see Appendix B*). Generally, adjunct instructors are observed every 2 to 3 years by the Department Chair or a tenured full-time faculty member.

Staff

The History and Geography Department receives administrative support from one full-time secretary and no student aides. Since the 2015 reorganization, the secretary also supports World Languages, Philosophy, and Communications. Prior to the reorganization, the position supported History, World Languages, and Philosophy and enjoyed the assistance of student aide hours.

Data Needs

A greater rate of response would generate more robust data sets.

FOCUS ON CURRICULUM

Program Curriculum Overview:

Learning Outcome Goals

Students who complete courses in the History Program will be able to:

- Demonstrate, in both written and oral discussion, the ability to consider a diversity of viewpoints, construct and defend a thesis, and revise it effectively as new evidence demands.
- Read and comprehend a variety of primary and secondary sources, evaluate their perspective and bias, and contextualize them with appropriate detail.
- Develop a methodological practice of identifying, gathering, evaluating, analyzing, synthesizing, interpreting, and citing historical evidence.
- Narrate, in written or oral form, an event from the past in a way that recognizes different perspectives, multiple causation, and rejects inevitability.
- Recognize the important political, intellectual, social, and cultural forces that have shaped our past.
- Identify examples of historical change and continuity over time and evaluate their historical significance.
- Temper moral judgment in historical interpretation with an understanding of historical perspective and the significance of changing cultural context.

Curriculum Maps (*Appendix C*)

Curriculum maps for the History & Geography program option are complete and included in Appendix C of this report.

Master Syllabi (*Appendix D*)

Course syllabi have recently undergone review and are being revised to reflect BCC guidelines. Syllabi are a part of this report (Appendix D) and are available on BCC's Syllabi Central website at <http://www.bergen.edu/academics/syllabi-central>.

Option Requirements (*Appendix E*)

The program option requirements are an essential tool for student advising and recruitment. These requirements can be found in Appendix E of this program review.

Courses Listed in the 2015-2016 Catalog

Courses		Credits
HIS-101	Western Civilization to the Reformation	3
HIS-102	Western Civilization since the Reformation	3
HIS-105	Women in History	3
HIS-106	Modern Europe to the French Revolution	3
HIS-107	Modern Europe since the French Revolution	3
HIS-111	US History to Reconstruction	3
HIS-112	US History since Reconstruction	3
HIS-113	20 th Century US History to WWII	3
HIS-114	20 th Century US History since WWII	3
HIS-115	Recent American Foreign Policy	3
HIS-116	Women in American History	3
HIS-117	Themes in US History (New Jersey, Bergen County)	3
HIS-121	Modern Asian History	3
HIS-124	African American History, 1877-Present	3
HIS-126	Modern African History	3
HIS-130	Latin American History to Independence	3
HIS-131	Latin American History since Independence	3
HIS-132	The Spanish-Speaking Caribbean & Central America since 1898	3
HIS-135	History of the Middle East	3
HIS-140	History of the Labor Movement	3
HIS-144	Contemporary American Issues & Problems	3
HIS-145	Anatomy of Peace	3
HIS-146	Genocide & Holocaust	3
HIS-195	Vietnam	3
HIS-291	Co-Op Work Experience [History]*	1
HIS-292	Co-Op Work Experience [History]*	1
HIS-293	Co-Op Work Experience [History]*	1
GEO-101	World Geography	3
GEO-102	Human Geography	3

* Prerequisite of 1 HIS course; offered by Co-Op/Service Learning Department

Current Course Offerings, Scheduling, & Enrollment Trends

The department regularly offers a diverse course selection at all three BCC campuses (Paramus, Lyndhurst, and Ciarco). Seven full-time faculty are based in Paramus and one is based at the Meadowlands campus.

The courses in the table below are being offered in Summer and/or Fall 2016. Of all the History & Geography courses, there are two that have not been offered recently: HIS 115 Recent American Foreign Policy, and HIS 117 Themes in US History. In Spring 2016 as a department we decided that these courses could and should be reactivated and/or modified (see Action Plan section of this report). Full-time faculty agreed to take the lead in this proposed effort. Two

other courses, HIS 145: Anatomy of Peace and HIS 195: Vietnam, have not been offered since Fall 2011 and Fall 2012 respectively.

Courses		Credits
HIS-101	Western Civilization to the Reformation	3
HIS-102	Western Civilization since the Reformation	3
HIS-105	Women in History	3
HIS-106	Modern Europe to the French Revolution	3
HIS-107	Modern Europe since the French Revolution	3
HIS-111	US History to Reconstruction	3
HIS-112	US History since Reconstruction	3
HIS-113	20 th Century US History to WWII	3
HIS-114	20 th Century US History since WWII	3
HIS-116	Women in American History	3
HIS-121	Modern Asian History	3
HIS-124	African American History, 1877-Present	3
HIS-126	Modern African History	3
HIS-130	Latin American History to Independence	3
HIS-131	Latin American History since Independence	3
HIS-132	The Spanish-Speaking Caribbean & Central America since 1898	3
HIS-146	Genocide & Holocaust	3
HIS-293	Co-Op Work Experience [History]*	1
GEO-101	World Geography	3
GEO-102	Human Geography	3

Course Development

Since 2011, History & Geography faculty have developed the courses listed in the table below. New courses have been created and others developed into hybrid and/or online offerings.

Course Number & Title		New Course	Honors	Hybrid	Online	Reinstated
HIS-101	Western Civilization to the Reformation				x	
HIS-102	Western Civilization since the Reformation				x	
HIS-105	Women in History			x	x	
HIS-106	Modern Europe to the French Revolution		x	x	x	
HIS-111	US History to Reconstruction		x		x	
HIS-112	US History since Reconstruction				x	
HIS-130	Latin American History to Independence				x	
HIS-131	Latin American History since Independence				x	
HIS-132	The Spanish-Speaking Caribbean & Central America since 1898	x				
HIS-146	Genocide & Holocaust	x	x			
GEO-101	World Geography				x	

There are several curriculum developments that should be noted:

- History 146: Genocide & Holocaust (Shurts)
 - This course has been offered every Fall semester since 2014 at the Meadowlands campus. In 2014 and 2015 it ran with a full class of thirty-six and a waitlist. In Fall 2015 the course was listed as an Honors course for students who wished to do Honors by Contract (five students have completed the course as Honors by Contract). Two papers from this course were accepted to the 2016 Beacon conference and one took top honors in the History category.
 - Each semester the course includes presentations from three outside speakers. Past speakers were: scholars Christopher Browning (holocaust), Taner Akcam and Khatichig Mouradian (Armenia), and Alex Hinton (Cambodia); plus survivors Eugenie Mukeshimana (Rwanda) and Hanna Wechsler (Auschwitz).
- History 132: Latin America / Spanish-Speaking Caribbean (Ehrlich)
 - Pending
- History 105: Women in History (Eubank)
 - Since 2012, two sections of History 105 have been offered (face-to-face) in both Fall and Spring semesters. In Spring 2015 it was offered as a Hybrid course for

the first time (22 students) and offered in the Online format in Fall, Spring, and Summer of 2015-2016.

- In Fall and Spring, these courses are fully enrolled with a waiting list.
- History 116: Women in America (Eubank)
 - Since 2012, two sections of History 116 have been offered (face-to-face) in both Fall and Spring semesters. In Fall 2014 it was offered as an online course for the first time. Since that time, in Fall and Spring the two face-to-face classes continue to fill (and are waitlisted) and the online course regularly fills to capacity.

Paired Courses / Learning Communities

The courses listed below are currently in development and will be offered in either Fall 2016 or Spring 2017.

- HIS-102: Western Civilization since Reformation / LIT-204: World Literature, 1650-Present (Shurts & Crosby)
 - First offered Fall 2016 and will be offered again in Spring 2017
- HIS-105: Women in World History / LIT-228: Women in Literature (Eubank & Roliston)
- HIS-112: US since Reconstruction / PSY-123: Cross-Cultural Psychology (Yi & Ahn)
 - This course examines the formation of cultural and historical identities and explores how American history and culture led to the rise of individualism.
- HIS-131: Latin America since Indep/ CIN-150: Latin American Cinema (Ehrlich & Markgraf)

Articulation Agreements

Under the Lampitt Law, all students who graduate from BCC with an AS or AA can transfer directly into any public college in New Jersey. This law enables all BCC graduates the ability to seamlessly transfer from the community college into a 4-year program. The Department of History and Geography does not currently have any discipline-specific articulation agreements in place. The development of discipline-specific articulation agreements is discussed further in the Action Plan section of this report.

Assessment

History & Geography is engaged in on-going assessment of curriculum and student outcomes. Dr. Sarah Shurts has served as the History & Geography Department's Assessment Liaison since 2009. It should be noted that the assessment process at BCC has undergone significant revision over the course of the past five years and, prior to 2014, these efforts focused on course level assessments. More recently, however, assessment has shifted the focus toward program learning goals (PLGs). The corresponding assessment reports are briefly discussed in the sections below.

Our Approach and Measures:

As a department we have agreed to assess qualitative (essays) rather than quantitative (tests) assignments that highlight students' analytical skills, competencies in reading and written expression, and historical thinking. With a commitment to student success as well as academic freedom, we have applied the same generic grading rubric (though it varies given the assessment cycle) to our individual course assignments. These rubrics are designed to address specific program learning goals. Regardless of course specifics, all history essay assignments at the introductory college level require students to address change over time and grapple with central historical questions about that change. Therefore, this general rubric and assessment requirement could be seamlessly integrated in to all our history faculty's specific essay assignments.

In addition, regardless of the program learning outcome or generic rubric, the department adopted an overall goal of having 60 percent of students achieving a score of 15 out of 20 (20 total possible points) on their essays, with sub-goals of a score of 3 out of 4 on more than 70 percent of the components being assessed. Each competency was assessed on a scale of 1 to 4 with 1 indicating inadequate skills in an area and 4 reflecting mastery of that skill. This points scale remains unchanged though the specific skills or program learning goals measured each cycle may differ. All data included in this program review was collected from entry-level courses taught by full-time faculty.

From 2010 through 2014 the department assessed critical thinking and historical analysis. In Fall 2011 the department conducted a pilot study on proposed recommendations for improvement. During each of these cycles, the means of assessment was to evaluate students' analytical essays. Assignments required students to use primary and/or secondary sources and address one of two learning outcomes: analyze the causes and impact of a major historical event on a nation or civilization; or demonstrate how writers' interpretations of historical events are influenced by their time, culture, and perspective. Highlights from the reports are outlined below. Assessment reports discussed in this review are in Appendix F of this report.

2010-2011

Students were assessed on their ability to demonstrate their command of historical perspective. The assignments varied but all required them to write an analytical essay using primary and secondary sources. Categories, or sub-goals, given special attention were as follows: (1) evaluation and analysis; (2) use of documentation; and (3) introduction and thesis. The department assessed 299 artifacts and 48 percent achieved the overall target score of 15 or above. This is 12 percentage points below target. The success rate for achieving 60 percent on the three sub-goals was also not met, however, the success rate for these were somewhat higher. After discussing the results as a department it was determined that written expression and historical analysis must be made a significant component of course instruction.

2011-2012

A pilot study was conducted in Fall 2011 to assist the department in developing recommendations for improvement. The pilot study was conducted in one course in which

three recommendations for change had been implemented: in-class instruction in writing thesis statements; in-class discussion of documenting evidence; and reading thesis and introduction drafts. Of the 23 artifacts assessed, 52 percent of the students scored 15 or higher and 56.5 percent scored 3 or 4 in the category of “thesis and introduction” and just over 82 percent scored in the same range for “documentation.” Clearly, the results indicated that in-class writing instruction is beneficial for improving student success. The results were shared with the department in Spring 2012. After much discussion the department agreed to recommend in-class instruction on thesis construction in all courses and increased use of the Writing Center.

2013-2014

During this assessment cycle the department assessed 206 students’ analytical essays using primary and secondary sources. The assessment measures evaluated several competencies correlated to specific program learning goals. These competencies included: (1) reading comprehension; (2) recognition of author’s perspective and bias; (3) evaluation and analysis of perspective and bias in relation to other sources; (4) contextualization of source material; and (5) written or verbal expression. After artifact collection and data analysis the overall goal of having 60 percent of students achieving 15 out of 20 was not met, although it was very close at 54 percent and significantly higher than the 2010-2011 assessment cycle. In addition, all of the sub-goals of achieving 3 or 4 on each of the skills/competencies were met, ranging from 60 percent (contextualization of source material) to 72 percent (reading comprehension). The two lowest scores on the rubric – “evaluation and analysis” and “contextualization” – are the two higher level historical thinking skills. Students are expected to have these skills if they transfer to a four-year history program and written expression is vital to any program or career. After much discussion faculty decided that this is where history can make the most help increase student success and these competencies should receive attention in all courses the department offers.

2015-2016

The program learning outcome assessed during this cycle was “Identify examples of historical change and continuity over time and evaluate the historical significance” (PLG 6). Five full-time faculty scored 177 essays for this assessment and one set of 20 papers was from an online course. Specific competencies assessed included: (1) recognition of change over time; (2) analysis of change that recognizes multiple causation and perspectives; (3) asking a good historical question about the significance of this change or history; (4) using and citing evidence in a methodologically sound way; and (5) clear, well organized written expression. Because other learning goals were assessed in previous cycles a baseline of expectations for PLG 6 does not exist. Following the earlier examples, we established a goal of a 60 percent pass rate. Artifacts produced in Fall 2015 were assessed in Spring 2016. The overall goal of students achieving 15 out of 20 was not met but it was, once again, very close at 57 percent. As in the previous cycle, all of the sub-goals of achieving scores of 3 or 4 on each of the competencies/skills associated with the program learning goals were met.

FOCUS ON SUPPORT

Facilities, Equipment, and Technology

Most of the classrooms utilized by History & Geography faculty are technology-enhanced and allow for the use of clickers which are used by several professors. Over 60 percent of faculty and adjuncts teach web-enhanced courses and therefore utilize Moodle on a regular basis and report general satisfaction with its functionality. All full-time faculty have participated in workshops offered by the Center for Innovation in Teaching and Learning as have multiple part-time instructors.

Learning Resources

Of the learning resources at BCC history professors and their students regularly use the Library. Because most courses require outside research at some point, many faculty incorporate Library Instruction in their lesson plans early in the semester. The Silverman Library houses more than 10,000 volumes related to history: from architectural history to world history. The library's History Research Center website offers access to several outstanding databases that include everything from videos, to maps, to historical documents. The library also provides access to an array of journals used across the history curriculum. The library faculty and staff are exemplary. While most faculty work with student individually when it comes to improving their writing and analysis, most encourage their students to utilize the Writing Lab as well as the Tutoring Center when necessary. The Writing Lab and the Library are also especially helpful when students require help with citation guidelines such as MLA or Chicago/Turabian.

Recruitment Efforts

The History & Geography website recently underwent renovation. It now includes program option requirements; program learning outcome goals; individual pages for full-time faculty; and links to the History Club at the Meadowlands, Humanities Research Seminar, Women's History Month, and the American Historical Association's Tuning Project. Department faculty attend every Open House and Major Fair.

Support Services

History & Geography faculty often utilize the Testing Center when necessary. This allows instructors to accommodate individual student needs such as increased time, the use of a transcriber, and so on.

Resources & Budget

Information Technology and Media Technology supports History & Geography as well as all other BCC units. The department does not have a resource allocation but, rather, coordinates with the Dean and the Academic Vice President.

FOCUS ON COMMUNITY

Co-curricular Activities

Humanities Research Seminar Series – S. Shurts

The Humanities Research Seminar Series, active from 2013-2015, was developed to encourage scholarship and publication by Bergen Humanities faculty and to promote the exchange of new ideas, research interests, and methodologies across the Humanities disciplines and eventually across local institutions. The series was modeled on the National Humanities Center's seminar series that attracts scholars from the surrounding colleges to hear, discuss, and critique each other's work in progress. In monthly meetings the featured scholar would summarize a draft of their short paper, book chapter, article draft or conference paper informally for their audience who had the opportunity to read the piece in advance. An hour-long discussion and questions that followed this presentation were beneficial not only to the featured scholar, who was better able to prepare the piece for publication or conference presentation, but also to the audience who gained new ideas for their own research and teaching or, for students and the general public, with new insight into the work being done in the Humanities.

Distinguished Lecturer Series – K Chu

Every Fall semester History & Geography hosts the Distinguished Lecturer Series in which a historian and scholar gives a presentation on their research specialty or a current topic of their choosing. The lecture series is consistently well attended by students, faculty, and staff. In 2015 the Professor Ehrlich's lecture on Fidel Castro hit standing room only capacity. These events are publicized well in advance so that faculty can, if they choose, incorporate it into their lesson plans and syllabi.

Women's History Month – C. Eubank

From 2012-2015, Professor Eubank chaired the BCC Women's History Month committee. With an emphasis on positive role models and the importance of women from all backgrounds, each year the Bergen Community College Women's History Month Committee coordinates observances of National Women's History Month which was established by the National Women's History Project over 30 years ago. Every year the BCC WHMC hosts a variety of workshops, panels, cultural events, and speakers that highlight women's roles, struggles, and successes today and throughout our history. Under her leadership, the WHMC hosted seminars on self-defense, women in STEM fields, body-positive workshops, mentoring workshops for women students, and myriad other roundtable discussions and seminars. Professor Eubank was instrumental in bringing influential keynote speakers to address students and the BCC community, chief among them Greenpeace activist, Emily Hunter; award-winning author Terry Tempest Williams; and Riot Grrrl founder and cultural icon, Kathleen Hanna.

Student Clubs

History Club at the Meadowlands – S. Shurts (advisor)

The History Club of BCC at the Meadowlands was established by students on that campus and Professor Shurts continues as the club advisor. Under her mentorship the club has engaged in community outreach; raised funds for trips to Salem, Massachusetts and Washington D.C.; and worked with local historical societies to bring local history exhibits to campus.

F WORD (Feminists: Women Obtaining Rights & Diversity) Club – C. Eubank (advisor)

The “F” WORD club was first established in Spring 2015 by several students who were enrolled in Professor Eubank’s women’s history courses. The club is young but one of the most active at BCC. Club members are passionately committed to equality for all genders and are stimulating a dialogue on campus about feminism and gender equality. Club events are well attended and some held in the past year include a Body Positive workshop; a workshop and talk about women’s reproductive health; and a standing-room-only panel called “Feminism 101” which was attended by students and many faculty members. The club successfully raised funds to sponsor one woman for a year through Women for Women International, a nonprofit humanitarian organization that provides practical and moral support to women survivors of war.

External

Tuning Project – S. Shurts

Since 2012 Professor Shurts has been leading the effort to bring tuning to BCC. Tuning is an effort by historians to clarify to their students, the broader community, and potential employers of history majors, what history is and what benefits its study provides. In a nutshell, it seeks to provide an answer to the question: What should a history major know, understand, and be able to do by the end of our program of study? In the end, the goal will be for a diploma to indicate not grades or credit hours accumulated but skills, knowledge, and competencies exhibited. The goal is to help students enter our program with clear ideas about the expectations and learning goals for those who study history and leave our program with a clear idea of what they have accomplished and the skill set they have accumulated. As our students apply to 4 year and professional schools or enter the workforce, they can clearly express the skills with which history has equipped them and how the study of history has enhanced their ability to contribute to a variety of professions. Conversations have been taking place among History & Geography faculty on the best ways to incorporate tuning into the department. Future plans for tuning are discussed further in the Action Plan section of this report.

Suburban Studies – (P. Dolce)

Professor Phil Dolce is at the helm of the wildly successful Suburban Studies Group. The SSG has encouraged research, civic engagement, conferences and classroom discussions. Many Bergen faculty have presented papers at national and regional conferences on their suburban studies research. Past topics have included the roles of women, African-Americans and Latinos in the suburbs, and the impact of pop culture on the suburban image. Off-campus conferences and community events have taken place in municipalities such as Ridgewood and Westwood on subjects such as downtown economic centers and senior citizens. In 2015 the SSG was accepted into the Cultures of the Suburbs International Research, based in Exeter, England. Through the CSIR, SSG will have access to international research on the study of suburban issues and trends while having the opportunity to contribute its own work to the global network.

Korean-American Outreach – K. Yi

Professor Yi writes a weekly column for the Korea Daily, the largest Korean language newspaper in the United States. His columns comment on international relations, politics, arts, and North Korean nuclear ambitions. For the same paper he wrote a multi-installment series to commemorate the 50th anniversary of the U.S.-Korean alliance in the Vietnam War. He also gave a weekly lecture series (“In Search of American Identity”) at the Korean Community Center in Tenafly, New Jersey.

Women’s Institute – C. Eubank

Professor Eubank served on Bergen Community College's Women's Institute Advisory Board from 2013-2015. The Institute is dedicated to developing the skills and innate abilities of all women who care about taking greater control of their lives. The Institute is a consortium of local businesses, site teaching and professional mentorship programs at Bergen Community College. We offer women the opportunity to build new skills, impart their lifelong set of values and partner with a wide variety of business and educational leaders to become more influential and stronger contributors to the local community.

Institutional Memberships

History & Geography faculty are thoroughly engaged in professional organizations related to the discipline. Some of these include: the American Historical Association, the Organization for American Historians, the Community College Humanities Association, the Western Association for French History, the Western Association of Women Historians, and the Oral History Association.

EXTERNAL REVIEWER

Dr. Emily Sohmer Tai, Associate Professor of History at Queensborough Community College, CUNY, served as our external reviewer. She visited campus on May 3, 2016. Dr. Sohmer Tai observed Dr. Eubank's Women in American History (HIS-116) course and met with students. She joined full- and part-time faculty and the department secretary for a luncheon meeting. Finally, she met with Department Chair, Keith Chu and concluded her campus visit with a meeting with Academic Vice President, William Mullaney. Her Site Visit Report, submitted on May 23, 2016, and is included in this program review as **Appendix G**.

SUMMARY

Program Achievements, Progress Made Since Last Review

Not applicable as no previous report is available for review.

Mission/Goals/Objectives

The History & Geography Department, under the leadership of Professor Chu, is fulfilling its mission and goals of providing BCC students with a variety of courses that fulfill the General Education and Diversity requirements for the Associate of Arts (AA) in Liberal Arts and is preparing them for transfer to 4-year institutions for further study in the discipline. The department faculty view goals and objectives not as an end to be reached but as an ongoing process that requires continuous dialogue and attention to best practices and pedagogical innovations that foster student success and reinforce academic freedom and professional development.

Strengths

The strength of the History & Geography Department is its fine and accomplished faculty, both full- and part-time. A key to this is the department's collegiality, which fosters collaboration and constructive discussions on a range of issues, whether curricular or administrative. All faculty members are committed to educating and advising students as they navigate their time at Bergen Community College and ready their future plans. Most of the tenured faculty have doctorate degrees and are active in their respective disciplines. Because of the variety of professional specialties among the faculty the department is able to offer a wide range of course subjects, such as the History of Genocide and Latin American History. Courses are offered on all three BCC campuses and in a variety of formats: online, hybrid, honors, and traditional lecture. Department faculty also encourage students to look beyond their coursework and to engage in additional opportunities provided at BCC such as the History Club, Feminist Club, the School of Honors, and Phi Theta Kappa. The interdisciplinary collaboration of History & Geography faculty is robust as they have chaired campus-wide committees; focused on co-curricular development; and regularly and deeply involve themselves in campus events such as Black History Month, Latino/a Heritage Month, and Women's History Month.

Challenges & Recommendations for Change

The most urgent challenges that face History & Geography are ones that face the humanities more broadly: the decline in enrollment and the perception among many students that history is less useful in the career marketplace than other disciplines. We are also aware that retention and transfer rates, as well as student learning outcomes, are key components of any strategy to effectively meet these challenges. As a department we have engaged in an ongoing conversation about how best to move forward given these realities. Our proposed solutions are discussed in the Action Plan of this report.

ACTION PLAN

Based on conversations with faculty and the findings of this review, we propose the following actions items to strengthen the department.

1) Scaffold to Success: Creating Sequenced Courses

Currently, all BCC history courses are offered at the 100-level and none have prerequisites. In the past this entry level, survey course collection was believed to serve the needs of transfer students since native four year students were taking similar survey series as freshmen and sophomores. However, this is no longer always the case. Many colleges are offering sophomore year research methods courses, historiography courses, and seminars (such as "the study of history" (HIS-100 at MSU) that are required for junior level history majors. In order to continue to prepare our transfer students to compete successfully with native students, we need to consider two things: (1) Developing a sophomore seminar course required for students graduating with the history option that would provide an introduction to historical methods and research. (2) Creation of select 200-level history courses on specialized topics that would require a survey course as a prerequisite. This scaffolding of courses would allow students to build upon the skills they learned in the survey and deepen their knowledge of a topic.

- i) Timeframe: In Fall 2016 will begin reviewing 100-level survey courses to determine those best suited for a scaffolded/capstone sequence. Once appropriate courses are determined and agreed upon by department faculty, the 200-level courses will be developed move through the approval process. After approval they will be advertised on campus and added to the course catalog. Fall 2017 is the earliest we could offer these courses.
- ii) Responsible Party(ies): Shurts, Eubank, and Chu
- iii) Resource Implications: None at the present time

2) Building Bridges through Best Practices: A Conversation between Full-Time and Part-Time Instructors

The overarching goal is to create and sustain a dialogue between full- and part-time instructors. The conversations will focus on expectations for student learning in introductory courses. Topics of conversation will cover the Three Cs: Content (information we want our students to know), Concepts (ideas we want our students to understand), and Competencies (what our students should be able to do).

As we define these expectations and how they align with our program outcome statements, we can reconsider the assignments we give in our individual courses and how those assignments could be adapted to better assess these expectations for learning.

Regularly scheduled workshops will bring together adjunct and full-time faculty in joint discussions of history education, expectations for learning, pedagogical strategies, best practices, and refining assignments. This workshop would not be designed for full-time faculty to dictate terms to adjuncts but rather for collegial exchange of ideas and observations. Our adjuncts would benefit from a greater sense of connection to the work of department and we would benefit from their exposure to other history programs in the area.

- i) Timeframe: This will begin in the 2016-2017 academic year.
- ii) Responsible Party(ies): Chu, Shurts, and Eubank
- iii) Resource Implications: Minimal. Because this will likely require an additional time commitment from part-time faculty it is hoped that there could be some remuneration for their time. As an alternative to financial compensation we are open to hosting these meetings as working lunches, in which case we would request funds for on-campus catering.

3) Goal: Develop “What can you do with History” Campaign

There is a national effort spearheaded by the American Historical Association (AHA), but which involves the American Association of Colleges and Universities (AACU) and other advocates of liberal education, to re-envision the history major for students, parents, employers and the general public. We can tap into these resources and provide workshops for our faculty (both full-time and adjunct) at faculty meetings and orientation sessions. We will also provide print and online materials that inform students about the value of a history major.

This will begin simply with adding a new tab on our history department website that links to the resources of the AHA site on what students can do with a history major, to AACU articles on the value to employers of liberal arts degrees, and to other sites and articles that share the value of history majors for life and employment. We will keep print materials in a file outside the department office and make them available at the student open houses and new major fairs. Later, if we become ambitious, we will invite past history majors to come in to speak about their jobs and how they benefited from being a history major.

- i) Timeframe: This process will begin in September 2016 and be ongoing.
- ii) Responsible Party(ies): Shurts, Eubank
- iii) Resource Implications: Minimal. Funds for printing materials to post on campus and distribute at Open House, the Major Fair, and in our classrooms. The website modification will require an hour or two of the BCC web page administrator’s time.

Appendix A

Department Demographics: Faculty and Adjunct Surveys

Appendix B

Faculty Credentials Manual (2014-2015) – History & Geography

Appendix C
Curriculum Maps

Appendix D
Master Syllabi

Appendix E
Option Requirements

Appendix F

Learning Outcomes Assessment Reports

Appendix G

***External Reviewer
Site Visit Report
Submitted by
Dr. Emily Sohmer Tai***