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Instructional Program Review

Program Name: **History**

Program Contact: **Henson, Kevin**

Academic Year: **2013-2014**

Status: **Submitted**

1. Description of Program

Provide a brief description of the program and how it supports the college's **College Mission and Diversity Statements, Institutional Priorities, 2008-2013, 5 in 5 College Strategies, Spring 2011**, and other **Institutional Program Planning** as appropriate.

The History Department offers a variety of courses that are primarily taken by students who are transferring and/or seeking an AA/AS degree. In 2012-13, we began offering the AA-T History transfer major. The History major prepares students for transfer to a baccalaureate institution for a Bachelor's degree in History or a related discipline. History course work in general is helpful to the student who intends to eventually pursue graduate studies in such diverse fields as history, education, and law. Most career opportunities associated with this discipline require the minimum of a B.A. degree. Some business firms and government agencies seek persons with a broad overview and perspective of historical phases and processes of change.

2. Student Learning and Program Data

A. Discuss Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program. Identify trends and discuss areas in need of improvement.

A complete assessment of SLOs for all courses was performed in the Fall semester, 2011. The results indicate that the faculty was successful in communicating the subject matter. The plan is to reassess using a staggered plan model; that is History 100 level in 2014, History 200 level in 2015, and electives in 2016.

B. Student Success Indicators

1. Review **Student Success and Core Program Indicators** and discuss any differences in student success indicators across demographic variables. Also refer to the **College Index** and other relevant sections of the **Educational Master Plan: Update, 2012**, e.g., Student Outcomes and Student Outcomes: Transfer. Basic Skills programs should also refer to **ARCC** data.

An examination of the Successful Course Completion rates for the three academic years commencing with 2010-2011 indicates an increase in percent success in virtually all categories, whether ethnic, gender, or age. There is somewhat of a difference between male and female, with males succeeding at 54% and females at 45%. As to age there is a significant increase (about 25%) in success for students 30 years and older. The explanation for the latter differential is obvious: older, more mature students have a stronger work ethic and have a more serious attitude toward life. Younger ones come into college increasingly unprepared by their high school education and exhibit an attitude of entitlement toward receiving passing grades.

2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to **Delivery Mode Course Comparison**.

The history department has a background of offering distance learning courses. During the 1990s and early 2000s television courses were regularly offered in History 201 and 202, as well as in the Western Tradition. The U.S. history courses tended to have robust enrollments; the Western Tradition not so much. This was because the latter was an elective and did not meet any requirements.

More recently History 201 and 202 have been offered online. However, they have not been offered this academic year, primarily because the part-time faculty who taught them retired in 2013. Clearly consideration needs to be given to reviving the online versions of 201 and 202.

C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?

Summarize trends in program efficiency as indicated in the **Student Success and Core Program Indicators** (LOAD, Full-time and Part-time FTEF, etc.)

The load has dropped significantly since 2011, while the success, retention and withdrawal rates have remained virtually unchanged.

3. Additional Factors

Discuss additional factors as applicable that impact the program, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See **Institutional Research** as needed.

The History faculty continues to be concerned about the ongoing trend of students enrolling with weaker reading and writing skills as well as poor work ethics.

In the early 1990s the college adopted as an institutional goal to develop "autonomous, self-directed learners." This was a worthy goal and one that the Reading Department addressed by offering study skills classes linked to specific courses. Unfortunately, these courses were dropped several years ago during a period of financial austerity and never revived. Clearly this decision needs to be revisited. The Learning Center does not appear to offer these types of services.

4. Planning

A. Results of Program Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

The results of the first full round of SLO assessments demonstrated that the department is successfully teaching the students in our classes.

B. Program Vision

What is the program's *vision* for sustaining and improving student learning and success over the next three years? Make connections to the **College Mission and Diversity Statements, Institutional Priorities, 2008-2013**, and other **Institutional Program Planning** as appropriate. Address discussion in the Student Learning and Program Data section: SLO assessment results and trends in student success indicators.

[**Note:** Specific plans to be implemented in the next year should be entered in C of the Planning section.]

CTE programs must address changes in the context of completion and employment rates, anticipated labor demand, and any overlap with similar programs in the area as noted in D1 and D2 of the Career Technical Education section.]

Our plan to increase use of the learning center beyond having history tutors connects with the 5 in 5 plan to “coordinate all learning support services offered in the Learning center.” Our classes offer a level of rigor which challenges students to develop an intellectual skill which improves students’ success as they transfer (as we have found anecdotally from former students) and which promotes academic excellence.

1. To guide future faculty and staff development initiatives, describe the professional activities that would be most effective in carrying out the program's vision to improve student learning and success.

At its current size, the set of courses offered by the history department are taught by experienced faculty members who have been active in participating in a host of professional enrichment activities during the past decade.

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

There needs to be greater discussion between faculty and these groups mentioned above in order to insure that these groups are addressing the faculty-perceived needs of the students.

3. To guide the **Institutional Planning Budget Committee** (IPBC) in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

See the Resource Requests section below to enter itemized resource requests for next year.
Leave sections blank if no major changes are anticipated.

Faculty

Of the three fulltime faculty in Fall, 2013, one has retired and another will probably soon follow.

Equipment and Technology

none

Instructional Materials

none

Classified Staff

none

Facilities

none

C. Program Plans and Actions to Improve Student Success

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the **Institutional Priorities, 2008-2013**. For each plan, list actions and measurable outcomes. (Plans may extend beyond a single year.)

Plan 1

Title:
4T

Description
4T

Action(s)	Completion Date	Measurable Outcome(s)
4T		4T
4T		4T
4T		4T

Plan 2

Title:
4T

Description
4T

Action(s)	Completion Date	Measurable Outcome(s)
4T		4T
4T		4T
4T		4T

5. Resource Requests

Itemized Resource Requests

List the resources needed for ongoing program operation.

Faculty

NOTE: To make a faculty position request, complete Full-time Faculty Position Request Form, AY 2013-2014 and email to your Dean. This request is separate from the program review.

Full-time faculty requests	Number of positions
A Fulltime historian to teach U.S. History as needed	1

Equipment and Technology

Description	Cost

Instructional Material

Description	Cost

Classified Staff

Description	Cost

Facilities

For immediate or routine facilities requests, submit a CSM Facility Project Request Form.

Description	Cost

6. Program Maintenance

A. Course Outline Updates

Review the **course outline update record**. List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the **Committee on Instruction website** for **course submission instructions**. Contact your division's **COI representatives** if you have questions about submission deadlines. **Career and Technical Education courses must be updated every two years.**

Courses to be updated	Faculty contact	Submission month
History 102	M.S. Still	May 2014

In the spring semester of 2012 the History Department updated most of our G.E. relevant courses in a re-articulation effort with the UC system. These courses included History 100, 101, 201, and 202. In the spring of 2013 History 310 and 315 were updated. That leaves two courses, History 102 and History 260 which need updating. History 102 will be updated this semester. History 260 has not been offered this academic year, due in part to the retirement of the adjunct faculty member who formerly taught it. Neither of the remaining two faculty have expertise in this field and hence are not competent to revise the 260 outline

B. Website Review

Review the program's website(s) annually and update as needed.

Faculty contact(s)	Date of next review/update
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The History program's website needs to be up-dated. It is quite basic in content and could be expanded up.

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update

History 102 was assessed during spring 2013. History 202 needs to be assessed, but has not been offered this academic year.