



The Program Review process should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also lead to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college and the actual practices in the program or service.

~Academic Senate for California Community Colleges

Department or Program: History/Geography

Division: Social Science Creative Arts

I. DESCRIPTION OF PROGRAM *(Data resources: "Number of Sections" data from Core Program and Student Success Indicators; CSM Course Catalog; department records)*

These departments offer a variety of courses that are primarily taken by students who are transferring and/or seeking an AA/AS degree. There are no majors, and no certificates. There are no sequential course offerings.

Geography – 3 courses – 3 sections

History – 9 courses – 21 sections

II. STUDENT LEARNING OUTCOMES *(Data resources: SLO records maintained by the department; CSM SLO Coordinator; SLO Website)*

- a. Briefly describe the department's assessment of Student Learning Outcomes. Which courses or programs were assessed? How were they assessed? What are the findings of the assessments?

The History Department has SLOs for all its courses. Currently there is no assessment plan in the History Department. One of the goals for the fall semester is to develop and implement such a plan for Spring 2010. The Geography Department has SLOs for all three courses.

The Geography Department has determined that, as a rule, students have been unaware of their abilities even when beginning a final examination. Thus, the faculty member has determined that it would be helpful to institute a policy of pre-testing to assure that the expectations of the faculty and anticipated student outcomes are more coordinated. It was also noted that students who had successfully completed study guides performed on a higher level in examinations. Thus, in the future, there will be more emphasis on study guides and practice tests.

- b. Briefly evaluate the department's assessment of Student Learning Outcomes. If applicable, based on past SLO assessments, 1) what changes will the department consider or implement in future assessment cycles; and 2) what, if any, resources will the department or program require to implement these changes? (Please itemize these resources in section VII of this document.)

All classes are for transfer. It has been determined that 60-75 percent of the students enrolled do not have the necessary skills to complete the course to the professor's expectations. To overcome academic deficiencies, students require tutorial work in writing and reading to successfully pass courses. The challenge of the faculty is to determine precisely what must be done to bring students up to the faculty level of expectation. The Geography Department will place greater emphasis on study guides and pre-tests.

- c. Below please update the program's SLO Alignment Grid. The column headings identify the GE-SLOs. In the row headings (down the left-most column), input the course numbers (e.g. ENGL 100); add or remove rows as necessary. Then mark the corresponding boxes for each GE-SLO with which each course aligns. The definitions of the GE-SLOs can be found on the CSM SLOAC website: http://www.smccd.net/accounts/csmsloac/sl_sloac.htm (click on the "Institutional" link under the "Student Learning Outcomes" heading.) If this Program Review and Planning report refers to a vocational program or a certificate program that aligns with alternative institutional-level SLOs, please replace the GE-SLOs with the appropriate corresponding SLOs.

GE-SLOs <input type="checkbox"/> Program Courses <input type="checkbox"/>	Effective Communication	Quantitative Skills	Critical Thinking	Social Awareness and Diversity	Ethical Responsibility
Geog 100	X		X		
Geog 110	X		X	X	
Geog 150	X		X	X	
Hist 100	X		X	X	X
Hist 101	X		X	X	X
Hist 102	X		X	X	X
Hist 201	X		X	X	X
Hist 202	X		X	X	X
Hist 260	X		X	X	X
Hist 310	X		X	X	X
Hist 315	X		X	X	
Hist 350	X		X	X	

III. DATA EVALUATION *(Data resources: Core Program and Student Success Indicators from the Office of Planning, Research, and Institutional Effectiveness)*

- a. Referring to the Enrollment and WSCH data, evaluate the current data and projections. If applicable, what programmatic, course offering or scheduling changes do trends in these areas suggest? Will any major changes being implemented in the program (e.g. changes in prerequisites, hours by arrangement, lab components) require significant adjustments to the Enrollment and WSCH projections?

Geography: WSCH is currently 588 (Spring 2009). The department lacks a full time faculty member. The part time person currently filling the position is young, dynamic and students gravitate towards her. Getting a full time faculty member would probably increase the number of students interested in taking geography. It seems appropriate for an institution of this reputation and its ongoing commitment to academic excellence that there should be a full time person in this important program.

History: WSCH is 3,751. While there has been a linear downturn in numbers, this trend is not expected to continue. The department is currently giving greater emphasis to intention scheduling. We should consider coordinating with sister district colleges to assure that graduation requirements coincide. Currently, history requirements in the other institutions are more streamlined. Another way to increase WSCH is to schedule additional hours by arrangement. This would not only assist us in realizing our academic goals, it would

elevate WSCH dramatically – as much as 33 percent.

- B.** Referring to the Classroom Teaching FTEF data, evaluate the current data and projections. If applicable, how does the full-time and part-time FTE affect program action steps and outcomes? What programmatic changes do trends in this area suggest?

FTEF: Geography absolutely needs a full time faculty member. FTEF: History requires no additional faculty member at this time.

- c.** Referring to the Productivity data, discuss and evaluate the program's productivity relative to its target number. If applicable, what programmatic changes or other measures will the department consider or implement in order to reach its productivity target? If the productivity target needs to be adjusted, please provide a rationale. (Productivity is WSCH divided by FTE. The College's general target productivity will be recommended by the Budget Planning Committee.)

History numbers are dwindling and the department as a whole must become clear on the causes and conscientiously work to develop a plan to overcome the temporary leakage. We are considering the introduction of short courses, potentially 1.5-unit courses of eight weeks each. Although perhaps more difficult to approach, we are also examining alternative forms delivery. Some of the course work currently done in Community Education should be considered for possible adoption in the regular curriculum.

IV. STUDENT SUCCESS EVALUATION AND ANALYSIS *(Data resources: Educational Master Plan; "Success Rates," "Dimension" data from Core Program and Student Success Indicators; previous Program Review and Planning reports; other department records)*

- a.** Considering the overall "Success" and "Retention" data from the Dimension section of Core Program and Student Success Indicators, briefly discuss how effectively the program addresses students' needs relative to current, past, and projected program and college student success rates. If applicable, identify unmet student needs related to student success and describe programmatic changes or other measures the department will consider or implement in order to improve student success. *(Note that item IV b, below, specifically addresses equity, diversity, age, and gender.)*

College Averages Success 70 percent; Retention: 85 percent.

History: Success: 57 percent. Retention: 82 percent. Compared to the college, retention is somewhat lower. The classes have a lower success rate. We believe that this differential is due, at least in part, to students entering the classes before they have mastered college level skills. Before we can address the question we need to know the range of preparation levels and skills abilities that student have. If the majority of the students entering have lower than college level reading and writing skills, they will not succeed or they may drop.

Geography: Success: 55 percent. Retention: 82 percent. Our conclusions are similar.

- b.** Briefly discuss how effectively the program addresses students' needs specifically relative to equity, diversity, age, and gender. If applicable, identify unmet student needs and describe programmatic changes or other measures the department will consider or implement in order to improve student success with specific regard to equity, diversity, age, and gender.

The percentages are within expectations for college-level programs.

V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT SUCCESS *(Data Resources: Educational Master Plan; "Dimension: Retention and Success" data from Core Program and Student Success Indicators; previous Program Review and Planning reports; department records)*

- a. Using the matrix provided below and reflecting on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities for and possible threats to the program (SWOT). Consider both external and internal factors. For example, if applicable, consider changes in our community and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the program; review program links to other campus and District programs and services; look at similar programs at other area colleges; and investigate auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	<p>Geography. A solid academic program presented by a young, enthusiastic faculty member.</p> <p>History: A solid core of faculty members with diverse specialties. At least one member is much involved with community activities, including newspaper and magazine work in regular participation with community organizations</p>	<p>We are the only college in the district that currently offers any geography courses.</p> <p>History: Maintain connections with historical associations, the San Mateo Community Colleges Foundation and other similar organizations. Departmental members have been responsible, directly or indirectly for contributions to the Colleges Foundation amounting to a figure of \$50,000 to \$70,000 in the past eight years.</p>
Weaknesses	<p>Geography – major weakness is the lack of a full time faculty person.</p> <p>History: Declining enrollments. Certain college programs without the same standards maintained by the History Department but fulfilling the same graduation and transfer requirements are draining students away. Much of this might be overcome through a process of surgical scheduling</p>	<p>Both history and geography are being affected by the Internet; students no longer have a clear cut understanding of the significance of these courses. With greater pressure to increase class sizes, standards will be compromised.</p>
Opportunities	<p>Adopt an additional hour by arrangement. Consider the creation of a history club in the effort to introduce the topic and get more students involved.</p>	
Threats	<p>History: Easier classes draw students away from more rigorous classes. It seems eminently clear that numerous students are willing to register for less challenging, less interesting and less meaningful classes when it seems to be</p>	<p>Because of the high costs of houses during the past 30 years, there are fewer and fewer college-age students living within the service area of College of San Mateo. The overall county population is becoming older; this group seeks</p>

	<p>apparent that they will be rewarded with higher grades for less work.</p>	<p>intellectual enrichment and academic challenges. As a rule are not interested in graded classes or core courses. In short, the traditional curriculum to which they were once exposed will no longer attract them.</p>
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- b. If applicable, discuss how new positions, other resources, and equipment granted in previous years have contributed towards reaching program action steps and towards overall programmatic health (you might also reflect on data from Core Program and Student Success Indicators). If new positions have been requested but not granted, discuss how this has impacted overall programmatic health (you might also reflect on data from Core Program and Student Success Indicators).

Input text here. N/A

VI. Action Steps and Outcomes *(Data resources: Educational Master Plan, GE- or Certificate SLOs; course SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports; Division work plan)*

- a. Identify the program’s action steps. Action steps should be broad issues and concerns that incorporate some sort of measurable action and should connect to the Educational Master Plan, the Division work plan, and GE- or certificate SLOs.

None as this time.

- b. Briefly explain, specifically, how the program’s action steps relate to the Educational Master Plan.

N/A

- c. Identify and explain the program’s outcomes, the measurable “mileposts” which will allow you to determine when the action steps are reached.

N/A

VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS *(Data resources: Educational Master Plan, GE-SLOs, SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports)*

- a. In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

**Note:* Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

Full-Time Faculty Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Geography: A full-time position in geography is absolutely essential .	If granted, the program would grow in size and improve. In not granted, the program will continue to move ahead with limited progress.	With no full time faculty the ability to do assessment is greatly limited.

Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Input text here.	Input text here.	Input text here.

- b. For instructional resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used for instruction (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Item: Input text here. Number: Input text here. Vendor: Input text here. Unit price: Input text here. Total Cost: Input text here. Status*: Input text here.	Input text here.	Input text here.

* Status = New, Upgrade, Replacement, Maintenance or Repair.

VIII. Course Outlines (Data Resources: department records; Committee On Instruction website; Office of the Vice President of Instruction; Division Dean)

- a. By course number (e.g. CHEM 210), please list all department or program courses included in the most recent college catalog, the date of the current Course Outline for each course, and the due date of each course's next update.

Course Number	Last Updated	Six-year Update Due
Geog 100	2008	2014
Geog 110	2008	2014
Geog 150	2008	2014
Hist 100	None on file	
Hist 101	None on file	
Hist 102	2006	2012
Hist 201	None	
Hist 202	None	
Hist 260	2006	2112
Hist 310	None	
Hist 315	None	
Hist 350	2006	2012

IX. Advisory and Consultation Team (ACT)

- a. Please list non-program faculty who have participated on the program's Advisory and Consultation Team. Their charge is to review the Program Review and Planning report before its submission and to provide a brief written report with comments, commendations, and suggestions to the Program Review team. Provided that they come from outside the program's department, ACT members may be solicited from faculty at CSM, our two sister colleges, other community colleges, colleges or universities, and professionals in relevant fields. The ACT report should be attached to this document upon submission.

List ACT names here.

Jeremy Ball, Ph.D.

Attach or paste ACT report here.

- b. Briefly describe the program's response to and intended incorporation of the ACT report recommendations.

Input text here.

Upon its completion, please email this Program Review and Planning report to the Vice President of Instruction, the appropriate division dean, and the CSM Academic Senate President.

Date of evaluation:

Please list the department's Program Review and Planning report team:

Primary program contact person: **Michael Svanevik**
Phone and email address: (650) 574-6371 <Svanevik@smccd.edu>

Full-time faculty:
Part-time faculty:
Administrators:
Classified staff:
Students:

Faculty's signatures

Date

Dean's signature

Date