

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

INSTRUCTIONS

For information about cycles for *Comprehensive Program Review and Planning*, see Instructional and Student Services program review rotation schedules posted online in their respective sections of the program review webpage:

http://collegeofsanmateo.edu/prie/program_review/program_review.php)

Resources for Supporting Documentation:

A listing of resources and documents which provide data or information for each section is included at the end of this document, after the final signature page. These resources are posted online and their URLs are listed at the end of this document.

(You may delete this section, when you submit your final program review.)

Next Steps:

Program Review and Planning reports are due March 25, 2012. This date is aligned with CSM's *Integrated Planning Calendar*. (See: <http://collegeofsanmateo.edu/prie/planning.asp>)

Upon its completion, please email this *Program Review and Planning* report to the Vice President of Instruction, the Vice President of Student Services, the appropriate division dean, the CSM Academic Senate President, and the Dean of Planning, Research, and Institutional Effectiveness (PRIE).

James Carranza, Academic Senate President, carranza@smccd.edu

Susan Estes, Vice President of Instruction, estes@smccd.edu

Jennifer Hughes, Vice President of Student Services, hughesj@smccd.edu

John Sewart, Dean (PRIE), sewart@smccd.edu

DEPARTMENT OR PROGRAM: History

DIVISION: Creative Arts/Social Science

I. DESCRIPTION OF PROGRAM

The History Department offers 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.

In the fall semester history offered eight courses with 17 sections. This is down from 9 courses with 21 sections at the time of the Department's last comprehensive program review (2008-2009).

II. STUDENT LEARNING OUTCOMES (SLOs)

- a. Please list the courses, if any, for which SLOs have not been assessed. What assessment is planned for these courses? What assistance or resources would help to complete assessment?

All courses have SLOs. All classes will undergo evaluation at the end of this semester. Some, but not all classes, have been evaluated prior to this year.

- b. Please list any degrees offered. Have SLOs been identified for each degree? Briefly describe the department's plan for assessment.

No degrees are offered.

- c. Please list any certificates offered. Have SLOs been identified for each certificate? Briefly describe the department's plan for assessment.

No certificates are offered.

- d. Based on assessment results, 1) what changes will the department consider or implement to improve student learning; 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.)

Existing assessment results have been discouraging. It has been estimated that as many as 60 to 75 percent of the students enrolled in our transfer level courses do not possess the skills necessary to successfully complete these courses. Either that or they do not have the necessary work ethic and try to get by without reading the text, taking notes, and studying for examinations. Given this situation there is little the faculty can do to improve the situation without "dumbing down" our courses. This we refuse to do. Since our courses are transferable to UCs and CSUs it is incumbent upon us to maintain the necessary rigor lest we jeopardize the transferability of these courses.

For a number of years Dr. Still cooperated with Ms. Carol Wills in the Reading Department in having his students work with her study skills courses. It is to be regretted that budgetary cuts ended this connection. It should be noted that the overwhelming majority of students who took advantage of this opportunity were good students seeking to improve their skills, rather than poor students who desperately needed improvement.

- e. Below please update the program's SLO Alignment Grid below. The column headings identify the General Education (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.

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→ Program Courses ↓	Effective Communication	Quantitative Skills	Critical Thinking	Social Awareness and Diversity	Ethical Responsibility
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 310	x		x	x	x
Hist 315	x		x	x	x

III. DATA EVALUATION

- 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, to-be-arranged hours (TBA), lab components. etc.) require significant adjustments to the Enrollment and WSCH projections?

WSCH is currently 3801 (2010-11). This represents an increase from the time of our department's last comprehensive review (2008-09) when the figure stood at 3583.3, although a slight decrease from 2009-10 when the figure stood at 3967.5. It is thought that this favorable movement may be the result of fewer spaces available at CSU campus and tuition hikes at both CSU and UC campuses as well as the slashing in the number of sections at CSM. The projections through 2013-4 predict further increases in the WSCH number. AT this time no programmatic changes or course offering or scheduling changes seem to be in order. No major changes are being implemented in the program which would require significant adjustments to the Enrollment and WSCH projections.

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

There has been only very slight movement in the FTEF numbers since the last comprehensive review: 119.4 (2008-09) to 126.7 (2010-11). The projections predict slight increases in the number up to 140.6 in 2013-14. During the present semester the three fulltime professors teach all but two of the sixteen history sections offered. Clearly there is no need for an additional fulltime instructor at this time.

- c. Referring to the Productivity (LOAD) 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.

With the LOAD data the History Department's numbers have increased steadily from 498 (2008-09) to 594 (2010-11). This is well over the state target of 525. Consequently no programmatic changes or other measures are in order to deal with this situation.

IV. STUDENT SUCCESS EVALUATION AND ANALYSIS

- a. Considering the overall "Success" and "Retention" data, briefly discuss how effectively the program addresses students' needs relative to current, past, and projected program and college student success rates.

With regard to Retention the percentage has remained virtually unchanged since 2008-09, when it was 77%, to 2010-11 when it stood at 78%. Meanwhile during the same period the number for Success has slightly declined from 54% to 49%. It goes without saying that these numbers are a matter of concern to faculty. The fulltime faculty in the Department believe that this phenomenon may most likely be attributed to the ongoing decline in both the preparedness and work ethic of students graduating from high school who enroll at CSM. We have observed that in any given class period only a very small percentage of students have read that day's assignment and that many do not even attempt to take notes on the material covered in class. Such students seem to be operating under the illusions that either they will absorb the material by some process of osmosis or are entitled to a passing grade simply because they attend class. Given this situation there is little that faculty can do to reverse the numbers apart from lowering academic standards. This we do not intend to do.

Discuss distance education (online and hybrid modes) success and retention data and, where possible, compare with data for on campus sections.

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.*)

- 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.

Since the percentage of student success broken down by ethnicity and gender are fairly close to each other there do not appear to be any issues that need to be addressed here. With regard to age, the percentage of success increases significantly for the age groups of 30 years and up. The reason for this is so obvious as to barely merit comment. Older students are more serious about their education and consequently have a stronger work ethic.

V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT

- 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 analysis). See page 10 for definition of SWOT). Consider both external and internal factors. For example, if applicable, you might consider changes in our community and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the program; program review links to other college and District programs and services offered; look at similar programs at other area colleges; and investigate auxiliary funding.

All full-time faculty remain actively engaged with their areas of expertise by continuing to attend conferences and/or reading widely in those fields. One professor speaks and writes in the community on local history topics.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	All full-time faculty remain actively engaged with their areas of expertise by continuing to attend conferences &/or reading widely in those fields.	One faculty member speaks extensively in the community and writes a weekly column on local history. Another faculty member speaks from time to time for the San Mateo County Historical Association.
Weaknesses	A 49% success rate. We believe this is due in part to students entering our classes before they have mastered college level skills. Before this situation can be adequately addressed faculty need to know the range of preparation levels and skills that students have. If large numbers of students enter having lower than college level reading and writing skills, it is inevitable that they will not succeed or may drop. The key seems to be better preparation at the lower level.	Since the 1960s there has been a decline of interest in and respect for the study of U.S. history. Students have imbibed these attitudes, which are prevalent in our society, and consequently many do not see history as relevant. The teaching of history has become increasingly challenging.
Opportunities	Perhaps in a few years when the financial situation improves the study skills classes once offered by the Reading Department can be reinstated.	

Threats	Easier classes draw students away from more rigorous classes. It is evident that numerous students are willing to register for less challenging courses that may meet some of the same requirements as more academically demanding history courses.	
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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. If new positions, equipment, or other resources have been requested but not granted, discuss how this has impacted overall programmatic health. (You might reflect on data from Core Program and Student Success Indicators for this section.)

The several sets of up-to-date maps which were purchased several years ago have been put to use in a number of our sections and have, we believe, enhanced the quality of our courses. This is particularly true given the extent of geographical ignorance on the part of college students.

VI. Goals, Action Steps, and Outcomes

- a. Identify the program's goals. Goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to CSM's *Educational Master Plan, 2008 (EMP); Data Updates to EMP, 2011-12; College Index, 2008/9-2011/12; Institutional Priorities, 2008-2011; 5 & 5 College Strategies; GE-SLOs; SLOs.*)

At this time the History Department has not established such goals.

- b. Identify the action steps your program will undertake to meet the goals you have identified.

N/A

- c. Briefly explain, specifically, how the program's goals and their actions steps relate to CSM's *Educational Master Plan, 2008 (EMP); Data Updates to EMP, 2011-12; College Index, 2008/9-2011/12; Institutional Priorities, 2008-2011; and 5 & 5 College Strategies.*

N/A

- d. Identify and explain the program's outcomes, the measurable "mileposts" which will allow you to determine when the goals are reached.

N/A

VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS

- 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.
None requested at this time	N/A	N/A

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.
None requested.	N/A	N/A

- 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.
N/A	N/A	N/A

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

VIII. Course Outlines

- 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 Update Date	Six-year Update Due Date
Hist 100	2012	
Hist 101	2012	
Hist 102	2006	2012
Hist 201	2012	
Hist 202	2012	
Hist 260	2006	2012
Hist 310	2012	
Hist 315	no longer offered	
Hist 350	2007	2013

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.

Kathryn O'Connell:

Good description of the program and its challenges.

Reasonable analysis of data, including increase in WSCH and LOAD.

Good assessment of the strengths and weaknesses of the program in cultural context.

Persuasive focus on the centrality of reading skills to the study of history, and of the potential for student improvement with coordinated staff efforts.

X. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of Program Review evaluation:

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

Primary program contact person:

Phone and email address:

Full-time faculty:

Part-time faculty:

Administrators

Classified staff:

Students:

MS Still 4-20-12
Primary Program Contact Person's Signature Date

James W. Robinson 4/27/12
Full-time Faculty's Signature Date

Susan Cox 5/7/2012
Part-time Faculty's Signature Date

Classified Staff Person's Signature Date

Student's Signature Date

Dean's Signature Date

**Comprehensive Program Review
RESOURCES FOR SUPPORTING DOCUMENTATION**

Section 1

This section contains a listing of sources for data and key documents referred to in Section 2 along with other resources. Contact information for relevant people is also included.

Academic Senate

<http://www.collegeofsanmateo.edu/academicsenate/>

Contact: csmacademicsenate@smccd.edu

James Carranza, Academic Senate President, carranza@smccd.edu, (650) 574-6568

College Catalogs and College Class Schedules are archived online:

<http://collegeofsanmateo.edu/schedule/archive.asp>

Course Outlines are found at:

<http://collegeofsanmateo.edu/articulation/outlines.asp>

Committee on Instruction

<http://collegeofsanmateo.edu/committeeoninstruction/>

Contact: Teresa, Morris, morrist@smccd.edu, (650) 574-6617.

Program Review Resources (includes forms, data, and completed program reviews for both instructional and student services program review)

Note: PRIE has a new website as of 2/15/2012; Program Review resources will temporarily be housed at "old" site as we make the transition to a new site:

http://collegeofsanmateo.edu/prie/program_review/program_review.php

Core Program and Student Success Indicators (See links for "Quantitative Data for Instructional Programs")

Distance Education Program Review Data

Glossary of Terms for Program Review

Listing of Programs Receiving Program Review Data from PRIE

Rotation Schedule for Instructional Program Review, 2008-2014

http://collegeofsanmateo.edu/prie/program_review/program_review.php

Office of Planning, Research, and Institutional Effectiveness (PRIE)

(Note: PRIE has a new website as of 2/15/2012; the URL will remain the same.)

<http://collegeofsanmateo.edu/prie/>

Contact: John Sewart, Dean, sewart@smccd.edu, (650) 574-6196

Contact: Milla McConnell-Tuite, Coordinator, mccconnell@smccd.edu, (650)574-6699

At PRIE Website

College Index, 2008/9-2011/12,

<http://collegeofsanmateo.edu/institutionalresearch/collegeindex.asp>

Educational Master Plan, 2008, <http://collegeofsanmateo.edu/prie/planningdocs.asp>

Educational Master Plan, Data Updates, 2011-12

<http://collegeofsanmateo.edu/institutionalresearch/>

Institutional Priorities, 2008-2011

<http://collegeofsanmateo.edu/prie/planningdocs.asp>

Five in Five College Strategies, <http://collegeofsanmateo.edu/prie/planningdocs.asp>

Student Learning Outcomes (SLOs) website:

<http://www.collegeofsanmateo.edu/sloac/>

Contact: David Locke, SLO Coordinator, Locke@smccd.edu, (650)574-6624

Also see PRIE site for SLO assessments' support: <http://collegeofsanmateo.edu/prie/slos.asp>

Section 2

This section contains the references that serve as data sources for the individual sections of the Comprehensive Program Review Form. Explanatory notes are included.

DEPARTMENT OR PROGRAM:

To identify programs on the comprehensive program review cycle, see *Rotation Schedule for Instructional Program Review, 2008-2014* at PRIE website:

http://collegeofsanmateo.edu/prie/program_review/programReview_forms.php

Also see *Listing of Programs Receiving Program Review Data from PRIE*.

I. DESCRIPTION OF PROGRAM

- "Number of Sections" data from *Core Program and Student Success Indicators* (published by PRIE for each program)
- CSM Course Catalog
- Department records

II. STUDENT LEARNING OUTCOMES

- SLO records maintained by the department
- CSM SLO Coordinator
- SLO Website: <http://collegeofsanmateo.edu/sloac>
- The definitions for the General Education (GE) SLOs can be found on the CSM SLOAC website.

III. DATA EVALUATION

- Enrollment, WSCH, FTEF, and productivity data for each program can be found in *Core Program and Student Success Indicators*. (Published by PRIE.)
- Productivity is also commonly known as "LOAD." See *Glossary of Terms for Program Review* for definitions of key terms.
- Faculty Load: the ratio of the weekly contact hours (WSCH) of enrolled students and a faculty's hours of instruction per week. In other words, WSCH divided by FTE. ?
- The College's general target productivity will be recommended by the Budget Planning Committee.

IV. STUDENT SUCCESS EVALUATION AND ANALYSIS

- *Educational Master Plan, 2008*
- *Educational Master Plan, Data Updates, 2011-12*
- *College Index, 2008/9-2011/12*
- *Five in Five College Strategies*
- *Institutional Priorities, 2008-2011*
- *Student Success (course completion and retention) data from the "Core Program and Student Success Indicators";*
- *Other reports published by PRIE regarding student success*

- Previous Program Review and Planning reports
- other department records

V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT SUCCESS

- Educational Master Plan, 2008
- Educational Master Plan, Data Updates, 2011-12
- College Index, 2008/9-2011/12
- Five in Five College Strategies
- Institutional Priorities, 2008-2011
- Student Success (course completion and retention) data from the "Core Program and Student Success Indicators;
- Other reports published by PRIE regarding student success
- Previous Program Review and Planning reports
- Other department records

a. About SWOT Analysis:

SWOT Analysis is a strategic planning tool used to evaluate the **S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats involved in a project or initiative. It involves specifying the objective of the venture or project and identifying the internal and external factors that are favorable and unfavorable to achieving that objective. SWOT analysis considers both internal and external conditions.

Strengths: attributes of the organization that are helpful to achieving the objective.

Weaknesses: attributes of the organization or that are harmful to achieving the objective.

Opportunities: external conditions that are helpful to achieving the objective.

Threats: external conditions that are harmful to achieving the objective

b. Reflect on data from "Core Program and Student Success Indicators"

VI. Action Steps and Outcomes

- Educational Master Plan, 2008
- Educational Master Plan, Data Updates, 2011-12
- College Index, 2008/9-2011/12
- Five in Five College Strategies
- Institutional Priorities, 2008-2011
- GE- or Certificate SLOs
- College Index, 2009-2010
- Course SLOs
- Department records
- Core Program and Student Success Indicators
- Previous Program Review and Planning reports
- Division work plan

VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS

- Educational Master Plan, 2008
- Educational Master Plan, Data Updates, 2011-12
- College Index, 2008/9-2011/12
- Five in Five College Strategies
- Institutional Priorities, 2008-2011
- GE- or Certificate SLOs
- Course SLOs

- *Department records*
- *Core Program and Student Success Indicators*
- *previous Program Review and Planning reports*

VIII. Course Outlines

- *Department records*
- *College Catalog*
- *Committee On Instruction*
- *Course Outlines (online)*
- *Office of the Vice President of Instruction*
- *Division Dean*