

## INSTRUCTION PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: History  
Faculty Contact: Michael Svanevik

Academic Year: 201X- 201X  
Program Review Submission Date: 3/25/13

### I. 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 planning documents](#) 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.

### II. Summary of Student and Program Data

#### A. Student Learning Outcomes Assessment

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

*We performed a complete assessment of all SLOs for all courses in the Fall of 2011 and determined we were successfully communicating the information. We plan to reassess on a staggered plan model (e.g., HIST 100 level in 2014, HIST 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.

**There is essentially no difference between male and female regarding success and retention. As the students age, they succeed at higher rates and are retained at higher rates. Two ethnic groups, Black and Pacific Islanders stand out as succeeding at lower than average rates compared to the average. Because those two groups are also the 2<sup>nd</sup> and third smallest in terms of the number of students, it makes each individual student weigh more as reflected in the percentages. Nonetheless, the history program—along with other college efforts—needs to engage and support this student population.**

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

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While we do occasionally offer an online section of HIST 202, there is no current data to make this comparison and we will do so in subsequent program reviews.

### 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 in 11-12. However, relative to college goals the history department has a healthy load. Success and retention have stayed about the same. Thus the History department numbers, relative to the College average, are good.**

### D. 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.

In Spring of 2012, the History program updated almost all of our GE relevant course outlines in a rearticulation effort with the UC system. HIST 260, 310, and 315 (elective courses) are in the process of being updated this academic year.

Courses to be updated	Faculty contact	Submission month
		Tab to add rows

### E. Website Review

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

*The History program website is up-to-date, but relatively simple in content. Over the next academic year we wish to elaborate on the faculty contact and enrich other elements of the site.*

Faculty contact(s)	Date of next review/update
Michael Svanevik	8/2013
	Tab to add rows

### F. Additional Career Technical Education Data – CTE programs only. (This information is required by California Ed. Code 78016.)

1. Review the program's [Gainful Employment Disclosure Data](#), [External Community](#), and other institutional research or labor market data as applicable. Explain how the program meets a documented labor market demand without unnecessary duplication of other training programs in the area. Summarize student outcomes in terms of degrees, certificates, and employment. Identify areas of accomplishment and areas of concern.

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[Click here to enter Gainful Employment Disclosure Data narrative](#)

2. Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting.

[Click here to update the Advisory Committee information](#)

### III. Student Learning Outcomes Scheduling and Alignment

#### A. Course SLO Assessment

Explain any recent or projected modifications to the course SLO assessment process or schedule.

No change

#### B. Program SLO Assessment

Explain any recent or projected modifications to the program SLO assessment process or schedule.

No change

#### C. SLO Alignment

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to [TracDat](#) related Program and Institutional SLO reports.

No change

### IV. 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.

**Since the students seem to be showing up with weaker reading and writing skills we are spending more time on basic skills in the classes. We may need to consider adding in prerequisites for the classes to ensure a minimum level of academic preparation in order for the students to be successful in the classes. Also, with the recent opening of the Learning Center, we are hopeful that the resources there, specifically the presence of peer tutors with help with**

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student retention and success. We do have the need for additional tutors since different faculty in the department teach different content.

### V. Institutional Planning

#### A. Results of 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 demonstrates 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 during the *next six years*? Make connections to the [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), and other [institutional planning documents](#) as appropriate. Address trends in the SLO assessment results and student success indicators and data noted in Section II. Summary of Student and Program Data.

[Note: 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 Sections II.F.1 and II.F.2.]

[Note: Specific plans to be implemented in the *next year* should be entered in Section V.C.]

**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 enrichment 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.

**The department will work to include the student resource center. We hope to have more activities available in the center. We would also like to utilize the center (we don't yet know how this would look) to help students who place below college level reading and writing but who choose to sign up for our classes.**

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3. To guide the [Institutional Planning Committee](#) (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

Faculty: It is highly likely that one or more History faculty members will retire in the next 3 years.

Equipment and Technology: None

Instructional Materials: None

Classified Staff: None

Facilities: None

### C. *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.

#### Plan 1

Title:

4T

Description

4T

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

#### Plan 2

Title:

4T

Description

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

For additional plans, cut/paste from above and insert here. Or add an additional page. Number your additional plans accordingly.

*[Note: Itemize in Section VI.A. Any additional resources required to implement plans.]*

<b>VI. Resource Requests</b>
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*A. Itemized Resource Requests*

List the resources needed for ongoing program operation and to implement the plans listed above.

Faculty

Full-time faculty requests (identify specialty if applicable)	Number of positions
	Tab to add rows

Complete [Full-Time Faculty Position Request Form](#) for each position.

Description of reassigned or hourly time for prioritized plans	Plan #(s)	Cost

Equipment and Technology

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

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Instructional Materials

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan # (s)	Cost

Classified Staff

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan # (s)	Cost

Facilities

For immediate or routine facilities requests, submit a [CSM Facility Project Request Form](#).

Description (for prioritized plans)	Plan # (s)	Cost

*B. Cost for Prioritized Plans*

Use the resources costs from Section VI.A. above to provide the total cost for each plan.

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Plan #	Plan Title	Total Cost
1		
2		
	For additional plans, add rows and number accordingly.	