

PROGRAM REVIEW UPDATE 2016-2017

Program: History

Division: CATSS

Date: October 10, 2016

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Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

Uses: This update will be used to inform the campus and community about your program. It will also be used in the processes of creating Dean's Summaries, determining College Planning Priorities and allocating resources.

Time Frame: This update should reflect on program status during the 2015-16 academic year. It should describe plans starting now and continuing through 2017-18.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second, third and fourth sections focus on reflection and planning regarding Student Learning Outcomes. Only instructional programs need to complete Sections 2, 3, and 4.

Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

Instructions:

- 1) Please fill in the following information as completely as possible.
 - 2) If the requested information does not apply to your program, please write "Not Applicable."
 - 3) Optional: Meet with your dean to review this document before October 10, 2016.
 - 4) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by October 10, 2016.
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Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (<http://goo.gl/Ssfik2>)
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data
- SLO/SAO Data (<http://goo.gl/iU2yIz>)

<p>The most significant change is the addition of full-time faculty member Dr. John Rosen. Dr. Rosen's hire brought the department's number of full-time faculty back to the 2014 level. The department still needs to hire one more full-time member in order to meet the growing demand for</p>

additional history sections, the need to diversify course offerings, and to satisfy the state-mandated full-time faculty/FTES ratio. A major program need is for the college to replace Jeff Sperry, whose technical support for faculty was vital to quality online teaching and learning. Another major program need is for more classroom space on campus, especially during “prime time” and for more administrative support in the scheduling process, particularly as it relates to locating available classrooms.

B. What objectives, initiatives, or plans from the 2015 Program Review Update have been achieved and how? PRUs from 2015 are available here: <http://goo.gl/9iF3m9>

The program hired a new full-time faculty member. Communication and coordination among program faculty has greatly improved. The program has implemented a regular monthly meeting for full-time members and plans to institute a full department meeting once each semester. The department has made progress in SLOs.

C. Discuss at least one example of how students have been impacted by the work of your program since the last program review update (if you did not already answer this in Question B).

The addition of Dr. Rosen to the department has meant that students taking his courses are being taught by, and have increased access to, a full-time faculty member. The other changes to the department – improved communication – have only recently been implemented which means that students have not yet been impacted.

D. What obstacles has your program faced in achieving objectives, initiatives, or plans?

The college’s decision not to hire a replacement for Jeff Sperry immediately has burdened and troubled the program’s online instructors. The removal of vital technical support once provided by Mr. Sperry has adversely affected the overall teaching and learning experience in online courses. The department urges the college to hire someone for this position ASAP if it wants to continue offering quality online instruction.

The lack of classroom space on campus, particularly during peak times, and the insistence by the college that faculty locate classrooms for themselves, has added a hindrance and a burden to the History faculty. This makes innovation and program growth difficult. It also hurts the college’s productivity. A program like history draws a large number of students to the classroom. When history cannot find space, WSCH walks away.

E. What are your most important plans (either new or continuing) for next year?

To hire a fourth full-time member of the department in order to diversify course offerings and more effectively to satisfy demand for more sections and to meet the state-mandated full-time faculty to student ratio.

F. Instructional Programs: Detail your department’s plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

The department has no such plans at this time.

G. Do plans listed under Question E or Question F connect to this year’s planning priorities (listed below)? If so, explain how they connect.

Planning Priorities for 2016-17

- ***Establish regular and ongoing processes to implement best practices to meet ACCJC standards***
- ***Provide necessary institutional support for curriculum development and maintenance***
- ***Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes***
- ***Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.***

No.

H. Instructional programs: Did your program meet its program-set standard for successful course completion? Yes

(This data can be found here: <http://goo.gl/Ssfik2>)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

I. Units with SAOs: Using SAO data from last year, describe the impacts of SAO practices on student learning, achievement, or institutional effectiveness. Describe the practices which led to the success. (Copy the box below if you would like to discuss multiple examples). SAO data can be found here: <http://goo.gl/iU2yIz>

SAO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

Part Two: Course-Level SLO Assessment Schedule

THIS SECTION HAS BEEN REMOVED. PLEASE SKIP TO PART THREE.

Part Three: Assessment Results
(Instructional Programs Only)

1. Describe an example of how your program used **course SLO data (SLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Course: History 7
Course SLO: Locate, interpret, and analyze various types of historical sources.
Describe the quantitative or qualitative results: The results from 2015-16 mirrored those of previous academic years (see 2015 PRU). We believe this is due to the fact that the course, up to now, has had only one SLO attached to it. This has resulted in a limited date field and limited form of measurement.
Discuss any actions taken so far (and results, if known): During college day in August, the department met to begin putting together additional SLOs for all courses. We believe this will result in more useable data moving forward.
Discuss your action plan for the future: To incorporate more SLOs and methods of SLO measurement for all courses.

2. Degree/Certificate granting programs only: Describe an example of how your program used **program-level SLO data (PSLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate:
Program SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

Part Four: Program Curriculum Map (Instructional Programs with Degrees/Certificates Only)

Background: Program-level Student Learning Outcomes

Program-level Student Learning Outcomes (PSLOs) are defined as the knowledge, skills, abilities, or attitudes that students have at the completion of a degree or certificate. Faculty within a discipline should meet to discuss the expected learning outcomes for students who complete a particular series of courses, such as those required for a certificate or a degree. PSLOs should be the big things you want students to get out of a degree or certificate. PSLOs should be developed throughout the program and in multiple courses. Discussions might also involve colleagues in other programs regarding prerequisites and transfer courses or community stakeholders regarding job expectations.

It is recommended that each program have 3-6 PSLOs. Discipline faculty members might need to have a more comprehensive list based on the requirements of external stakeholders (employers, state requirements, etc.). For most programs, PSLOs are only assessed through linked course-level SLOs. You might assess PSLOs in a capstone project or capstone course that many students complete when earning a certificate or degree. Alternatively, you could assess development of a set of skills as students advance through different courses in your program (ENG 1A -> ENG 4 or 7).

Program-level outcomes should

1. **describe** what students are able to do after completing a degree or certificate;
2. be **limited** in number (3-6 outcomes);
3. be **clear** so that students and colleagues can understand them;
4. be **observable** skills (career-specific or transferable), knowledge, attitudes, and/or values;
5. be **relevant** to meet the needs of students, employers, and transfer institutions;
6. be **rigorous** yet realistic outcomes achievable by students

Curriculum Map Directions

Note: If you have multiple degrees/certificates, choose one to map. If you have already submitted mapping to the SLO committee and do not wish to make changes, you may copy that mapping into this chart or attach the map you already created.

1. In the boxes across the top row, review all the non-GE courses required for your degree/certificate. (including those that aren't in your discipline). Make any desired changes to those courses. (Electives do not need to be included, though they may).
2. In the left column, write the program learning outcomes you have drafted for your program.
3. In the boxes in the center of the page, mark the course SLO that maps to the program SLO you have identified. Each program SLO should map to multiple courses in your program.

Example: Associate's Degree for Transfer						
Program Learning Outcomes	Required Courses in Degree/Certificate					

*Including electives is optional.

Your Program's Map

Degree or Certificate:														
Program Learning Outcomes (3-6 recommended)	Required Courses in Degree/Certificate													
1.														
2.														
3.														
4.														
5.														
6.														

1. Did you make any changes to your existing mapping? (circle one)

Yes No This degree/certificate did not have previous mapping

2. If you answered "yes" to Question 1, explain what changes you made.

3. Reflection Questions: The following questions are for the consideration of your program as you look at your completed chart. You do not need to record your responses here. If you discuss these questions with others (for example, at a department meeting), you may want to take minutes documenting your discussion.

- a. How many courses help students achieve each program outcome? Do students have enough opportunities to achieve the outcome?
- b. In which course(s) are students likely to demonstrate satisfactory achievement of each program outcome? In other words, which courses(s) might be an official or unofficial capstone requirement?