PROGRAM REVIEW Fall 2018

Program: History
Division: SLPC
Date: September 15, 2018
Writer(s): Teri Ann Bengiveno and John Rosen
SLO/SAO Point-Person: John Rosen

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

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Time Frame: This Program Review should reflect on program status during the 2017-18 academic year. It should describe plans starting now and continuing through 2018-19. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is an SLO/SAO update. The fourth section is a review of curriculum. Only programs with curriculum need to complete Section 4.

Topics: A list of topics of particular interest to Program Review readers can be found here: https://goo.gl/23jrxt

Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:

1) *Please respond to each question as completely as possible.*
2) *If the requested information does not apply to your program, write "Not Applicable."*
3) *Optional: Meet with your dean to review this document before _____.*
4) *Send an electronic copy of this form to Karin Spirn and your Dean by _____.*

Links:

Program Review Home Page: https://goo.gl/XATgjJ
Fall 2017 Program Review Updates : https://goo.gl/pkv76m
Frequently Asked Questions: https://goo.gl/iIhRtt

Section One: Program Snapshot

No Significant Changes Option

☐

Contact person:

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot. **Programs must still complete all other sections (as applicable).**

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Review was submitted in the following semester: _____.

A. **Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.**

The History program currently offers nine courses, four of which are general introductory-level survey courses (History 1 and 2 – Western Civilization; and History 7 and 8 - United States History). The courses cover more specialized topics (California, the American West, American Indian history, and Women's history). There are no prerequisites for our courses, nor is there a required sequence of history courses (for example, a student can take History 8 before taking History 7, even though it makes more sense to take them in order). All of our courses are capped at 44 students, and frequently fill up.

B. **Changes to Program and Needs: Describe any significant changes to your program or your program's needs since the previous Program Review Update (Fall 2017).**

While we fulfilled the major program need identified in the previous program review by hiring Rajan Gill, we will have another pressing need for faculty should Stuart McElderry, who has been serving as interim Dean of Arts and Humanities since Spring 2018, become the permanent Dean.

| Mark an X before each area that is addressed in your response. | Definitions of terms: https://goo.gl/23jrxt |

	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Curriculum committee items		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy		Technology Use
	External Factors		Learning Support		Professional Development		

C. Reflection: What plans from the 2017 Program Review or any previous Program Reviews/Updates have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews.

The History Department successfully hired a new position (first new faculty position since 2001). Student Learning Outcomes were revised and updated for History 7 and 8. Curriculum course outlines were revised and updated.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
X	Curriculum committee items		Financial/Budgetary		LPC Collaborations	X	SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy		Technology Use
	External Factors		Learning Support		Professional Development		

D. IR Data Review: Describe any significant trends in your program's data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.

IR Data packets are available here: http://www.laspositascollege.edu/research/progrev.php

Face to face course retention continued to improve. There had been a noticeable drop in African American students between the Fall 2015 and 2016 semesters. The number of African American students enrolled in history courses in Fall 2017 was back at the 2015 level (Spring semester enrollments have not experienced the same fluctuation). We don't know why this was the case, but thus far we have concluded that the causes are most likely college-wide and not program-specific. There was also a noticeable increase in the percentage of students who are taking Distance Ed courses or both Distance Ed and face to face courses – and thus the percentage of students taking only face to face courses declined both terms (from 70% - 61% for the fall and 64% - 55% for the spring). We expect that this trend will probably continue as it reflects the

increasing preference of students to take at least some of their courses online (especially when fulfilling requirements).

Our FTEF declined noticeably in the spring semester because one of our three full-time faculty, Stuart McElderry, became the interim Dean in Arts and Humanities, and we had to fill his courses with part-time instructors.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Curriculum committee items		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
X	Enrollment Management		Human Resources		Pedagogy		Technology Use
	External Factors		Learning Support		Professional Development		

E. **Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:**

   o **Data generated by your program**
   o **CEMC Data**
   o **Labor Market Data**

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Curriculum committee items		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy		Technology Use
	External Factors		Learning Support		Professional Development		

F. **Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions B-E).**

Not applicable.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt				
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities			Services to Students
	Curriculum committee items		Financial/Budgetary		LPC Collaborations			SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy			Technology Use
	External Factors		Learning Support		Professional Development			

G. Obstacles: What obstacles has your program faced in achieving plans and goals?

FT History faculty decreased by one member who was hired as an Interim Dean thereby increasing the work load for the two remaining FT faculty. This loss of this faculty member was all the more impactful because hiring qualified part-time instructors continues to be a challenge. We had several part-time instructors during the last year who either had not taught at LPC before or seldom teach, which resulted in a higher than usual number of part-time faculty observations that resulted in "needs improvement." Most importantly, the shortage of full-time faculty negatively impacts students, but it also (especially when dealing with a lot of new and inexperienced part-time faculty) makes it more difficult to cull SLO data in elumen. Our ability to compile SLO data was also hindered because the faculty member who became Interim Dean was also our SLO Coordinator.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt				
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students	
	Curriculum committee items		Financial/Budgetary		LPC Collaborations	X	SLO/SAO Process	
	Enrollment Management		Human Resources	X	Pedagogy		Technology Use	
	External Factors		Learning Support		Professional Development			

H. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 2018-19.

We are continuing to revise our SLOs for all courses. This year we will be updating SLOs for History 14 and History 28 and review the SLOs for History 1 and 2. We also seek to improve the rate at which our part-time faculty enter SLO data into elumen (aside from one of our seasoned adjuncts, most have not been doing this). Dr. Rosen has taken over as SLO coordinator for the program, and at the spring flex-day session learned how to set-up assessments in a way that should increase our response rate (while also providing aggregate data that we can actually use).

Our new full-time faculty member, Rajan Gill, will be creating new curriculum for courses in World history, something the program is currently lacking. We expect that those courses will be significant additions to the new Global Studies program as well.

While not specific/restricted to the History program, Dr. Rosen and Dr. Bengiveno are serving as co-advisors for the new history club, which is hoping to be approved by the ICC in the fall

semester. From the program's perspective, the club will provide new avenues through which history faculty can serve LPC students. There is also the potential that the club will also create opportunities for community partnership/outreach (the students who are starting the club have expressed an interest in pursuing some form of community involvement).

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt			
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
X	Curriculum committee items		Financial/Budgetary	X	LPC Collaborations	X	SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy		Technology Use
	External Factors		Learning Support		Professional Development		

I. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

Once we create new courses in World History, full-time faculty in the program are going to meet to discuss the possibility of bringing back courses that have been discontinued – specifically Mexican American History and African American history.

Mark an X before to each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
X	Curriculum committee items		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy		Technology Use
	External Factors		Learning Support		Professional Development		

Section Two: Current Topics (Required for All Programs)

A. **Educational Master Plan: A list of goals and strategies appears on page ii of the Educational Master Plan, which can be accessed here: (**https://goo.gl/1AefkX**). If applicable, describe how your program's upcoming plans reflect the goals described in the college's Educational Master Plan (your plans are described in Section 1, Questions H-I, or on a previous program review if you did not complete this year's Program Snapshot).**

> **The courses in World History that we are developing reflect goal #3, since it should contribute to the expansion of interdisciplinary ties with other programs via the new Global Studies program. Our ongoing emphasis on developing effective pedagogy (which in Section 1 is reflected in our updated SLOs) reflects goals #5 and 12.**

B. **Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? X yes _____no**

> **Program-set standard data can be found on this page:**
> **http://www.laspositascollege.edu/research/outcomes.php**
>
> **If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.**

C. **Facilities: Do you have any facilities needs that are currently unmet? If yes, please describe.**

> **In history we don't require much. The main facility issue that we have encountered is the lack of functioning podiums/lecterns in many of the classrooms that we regularly use – specifically in the 2400 building. Dr. Rosen submitted an Instructional Equipment Request for new podiums that instructors and students can use in our classes.**

D. **Professional Development**

Section 87153 of California Education Code specifies the type of Professional Development activities that may be funded by the Community College Professional Development Program. You can review these activities here: https://goo.gl/w8sqBM

D1. **Summarize the aspects of professional development that have been working well for your program. This might include the process of obtaining funds, the types of training your program members have been attending, etc.**

> **The History faculty benefits most from attending the various annual meetings/conferences of the associations related to their particular field of study – which dovetail with the courses they teach.**

.

D2. Summarize any needs, desires and visions your program has regarding professional development, as well as any challenges.

> **Funding for professional development opportunities is always important, since most of the conferences referred to above require travel outside of California.**

E. Program Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

Section Three: SLOs/SAOs (Required for All Programs)

A. In the box below, copy and paste your "Plans for Analysis of SLO/SAO Data" from last year's Program Review. This plan can be found in the [2017 Program Review](#) Section 1 Question L.

(If discussing multiple PSLO/SAOs copy the box below as needed.)

Circle One:
<mark>CSLO</mark>   PSLO   SAO
Course, Program Name, or Student Service Area: **History 8, History**
Text of CSLO/PSLO/SAO: Upon completion of History 8, students should be able to identify the major political developments in the United States since 1877
If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

B. Below, report on your program's progress on the plan described in Question (A) above.

Text of CSLO/PSLO/SAO: Upon completion of History 8, students should be able to identify the major political developments in the United States since 1877
SLOs: Assessment data collected from _____ sections over _____ semesters.   SAOs: Assessment data collected from _____ students over _____ semesters.
Describe the quantitative or qualitative results: We did not obtain useful quantitative nor qualitative results due to a low response rate as well as confusion over how to access the "assessment" for which data was to be inputted.
Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future:
What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes?
DO you plan to continue tracking this SLO in the next year? Explain. Since we were not successful in obtaining useful data this year we will continue – however we did revise the SLOs for this course so the corresponding SLO is worded slightly different.

<table>
<tr><td></td></tr>
</table>

C. Planning: What are your future plans (either new or continuing) for SLO/SAO analysis for next year?   Identify the PSLOs, CSLOs, or SAOs that your program plans to focus on the upcoming year with subsequent analysis (next year's program review). (Copy the box below as needed.)

Circle One: <mark>CSLO</mark>   PSLO   SAO
Course, Program Name, or Student Service Area: History 1, 2, 7 and 8 (courses that are taught by multiple faculty)
Text of CSLO/PSLO/SAO: We have not been successful in culling useful data for these courses over the last few years for a few reasons – such as not having an SLO coordinator and some confusion concerning how to create a single assessment category in elumen that a large number of faculty can input data. The SLO coordinator will be selecting at least one SLO for each of these courses, setting up and assessment in elumen, and pushing a notice out to all faculty teaching those courses (this is not something that we have done in the past).
If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

D. SLO/SAO Suggestions (optional): What questions or suggestions do you have regarding SLO/SAO planning, assessment and reporting?

Section Four: Curriculum Review
(Programs with Courses Only)

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

> **1. Log in to CurricUNET**
> **2. Select "Course Outline Report" under "Reports/Interfaces"**
> **3. Select the report as an Excel file or as HTML**

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

History 1 and 2

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

C. DE Courses/Degrees/Certificates: 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.