**INSTITUTIONAL PROGRAM REVIEW 2011-12**

**Program Efficacy**

**Purpose of Institutional Program Review**

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process.  Program Review is a systematic process for evaluating programs and services annually.  The major goal of the Program Review Committee is to evaluate the effectiveness of programs, (comma not needed here) and to make informed decisions about budget and other campus priorities.

The Institutional Program Review Committee is authorized by the Academic Senate to develop and monitor the college Program Review process, receive unit plans, utilize assessments as needed to evaluate programs, recommend program status to the college president, identify the need for faculty and instructional equipment, and interface with other college committees to ensure institutional priorities are met.

The purpose of Program Review is to:

  Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals

  Aid in short-range planning and decision-making

  Improve performance, services, and programs

  Contribute to long-range planning

  Contribute information and recommendations to other college processes, as appropriate

  Serve as the campus’ conduit for decision-making by forwarding information to or requesting information from appropriate committees

Our Program Review process is two-fold.  It includes an annual campus-wide needs assessment in the fall, (comma not needed here)and an in-depth review of each program every three years that we call the Program Efficacy phase.  Instructional programs are evaluated the year after content review, and every three years thereafter, and other programs are placed on a three-year cycle by the appropriate Vice President.

An team of three disinterested committee members will meet with you to carefully review and discuss your document.  You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals.  The rubric that the team will use to evaluate your program is included with this e-mail

When you are writing your program evaluation, you may contact efficacy team assigned to review your department or your division representatives for feedback and input.  The list of readers is being sent to you with these forms as a separate attachment.

Completed documents should be sent to, Program Review Co-Chairs and your Division Dean by March 16th, 2012. *It is the writer’s responsibility to be sure the Committee receives the forms on time.*

In response to campus wide feedback that program review be a more interactive process, the committee piloted a new program efficacy process in Spring 2010 that included a review team who will interview and/or tour a program area during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. The efficacy process now incorporates the Educational Master Plan One-Page Summary (EMP Summary) and strives to reduce duplication of information while maintaining a high quality efficacy process.

**Program Efficacy, 2011/2012**

Complete this cover sheet as the first page of your report.

**Program Being Evaluated**

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| History |

**Name of Division**

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| --- |
| Social Sciences, Human Development and Physical Education |

**Name of Person Preparing this Report                                                  Extension**

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| --- |
| Colleen Calderon |

**Name of Department Members Consulted**

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| --- |
| Edward Gomez and Jeffrey Demsky |

**Name of Reviewers**

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| --- |
| Andee Alsip\*; Rocio Delgado; Marie Mestas |

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| --- | --- | --- |
| **Work Flow** | **Due Date** | **Date Submitted** |
| Date of initial meeting with department |  | 03/16/12 |
| Rough Draft submitted to Program Review Team | 03/07/12 |  |
| Report submitted to Program Review Team | 03/16/12 |  |
|  |  |  |

**Staffing**

List the number of full and part-time employees in your area.

|  |  |  |  |
| --- | --- | --- | --- |
| **Classification** | **Number Full-Time** | **Number Part-time, Contract** | **Number adjunct, short-term, hourly** |
| Managers |  |  |  |
| Faculty | 3 |  | 8 |
| Classified Staff |  |  |  |
| **Total** | 3 |  | 8 |

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**Part I.  Questions Related to Strategic Initiative: Access**

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

**Demographic Information**

| **Strategic Initiative** | **Institutional Expectations** |
| --- | --- |
| **Does Not Meet** | **Meets** |
| **Part I: Access** |
| Demographics | The program does not provide an appropriate analysis regarding identified differences in the program’s population compared to that of the general population  | The program provides an analysis of the demographic data and provides an interpretation in response to any identified variance.If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.  |
| Pattern of Service | The program’s pattern of service is not related to the needs of students. | The program provides evidence that the pattern of service or instruction meets student needs.If warranted, plans or activities are in place to meet a broader range of needs. |

**SBVC Student Demographics (3-year Averages)**

**2008-2011**

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| **Gender** | **Campus Pct.** |
| Female | 58.5% |
| Male | 41.5% |
| \*Total |  |

*\*Totals do not include respondents who did not identify gender.*

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| --- | --- |
| **Ethnicity** | **Campus Pct.** |
| Blank | 0.47% |
| Asian | 4.58% |
| Black | 19.03% |
| Filipino | 1.93% |
| Hispanic | 49.35% |
| Nat Amer | .99% |
| Other | 1.18% |
| Pac Islander | .75% |
| White | 20.55% |
| X-undeclared | 1.17% |
| Total | 100.00% |

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| --- | --- |
| **Disability** | **Campus Pct.** |
| Non-disabled  | 96.1% |
| Disabled | 3.9% |
| Total | 100% |

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| --- | --- |
| **Average Age** | **Avg. Age Campus** |
|  | 28.8 |

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**HISTORY (3 year averages)**

| **Gender** | **Frequency** | **Percent** |
| --- | --- | --- |
| Valid | Declined to State  | 73 | .5 |
| F | 7801 | 58.0 |
| M | 5577 | 41.5 |
| Total | 13451 | 100.0 |

| **Ethnicity** | **Frequency** | **Percent** |
| --- | --- | --- |
| Valid | Declined to State | 3909 | 29.1 |
| Asian | 372 | 2.8 |
| Black | 2221 | 16.5 |
| Filipino | 135 | 1.0 |
| Hispanic | 4386 | 32.6 |
| Native American | 93 | .7 |
| Other | 99 | .7 |
| Pacific Islander | 78 | .6 |
| Unknown | 305 | 2.3 |
| White | 1853 | 13.8 |
| Total | 13451 | 100.0 |

| **Disability** | **Frequency** | **Percent** |
| --- | --- | --- |
| Valid | Non-Disabled  | 13322 | 99.0 |
| Disabled | 129 | 1.0 |
| Total | 13451 | 100.0 |

| **Age** | **N** | **Minimum** | **Maximum** | **Average** |
| --- | --- | --- | --- | --- |
| Age | 13449 | 13 | 76 | 24.75 |
|  |  |  |  |  |

Does the program population reflect the college’s population?  Is this an issue of concern?  If not, why not? If so, what steps are you taking to address the issue?

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| In analyzing the demographics of the college population in relation to the population the History Department serves, there are strong similarities. In terms of male/female ratio of students served, the numbers are exactly the same. We tend to serve a slightly younger population (24.74 years compared to the college 28.8 years), but these were not alarming because they were almost the exact same numbers from the 2008 Program Review. However, there appeared to be some discrepancies (mild as they were) in the general student population compared to the History Department population regarding ethnic groups. Upon further analysis, the discrepancy exists because of a much higher “Declined to State” population in the History Department student population (29.1%) in comparison to the low 1.17% for the school population. There is a tremendous differential between these two numbers. On one hand, it creates a problematic comparison between the population of the school and the population that our department serves. On the other hand, it may demonstrate that the population we are serving in this department seeks to defy the tradition of aligning oneself with a particular ethnicity—which may reflect some of the principles taught in our courses. In order to accommodate for this “Declined to State” population, the student ethnic groups for the school were multiplied by the differential (72%) to get numbers that could be more comparable. Looking at these populations within the confines of that mathematical (ratio) adjustment, the History Department serves a similar population to all college groups, with exception to a slightly lower rate of Hispanics 32.6%--compared with a deviated school rate of 35.5% (49.35 x .72); and a slightly higher rate among African Americans with 16.5% compared to a deviated school rate of 13.7% (16.5 x .72). While this may be crude mathematics, it is the large “Declined to State” population that skews the results and our department thought it was necessary to get a more realistic vision of the population we are actually serving. The History Department offers six specialty courses that highlight issues of race/ethnicity, including: History 107 (The United States and the North American Indians), History 110 (History of the Serrano People), History 137 (Racial and Ethnic Groups in United States History), History 138 (African American History to 1877), History 139 (African American History 1877-Present), and History 140 (Chicano History). By offering these courses, the department seeks to meet the needs of our diverse community of learners. |

**Pattern of Service**

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

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| The History Department is an academic department that provides transfer level courses that articulate to the California State University system, the University of California system, and private colleges and universities. We offer four core classes that are typically the foundation for a history major at a university, and those courses include History 100 (United States History to 1877), History 101 (United States History 1865-Present), History 170 (World History to 1500), and History 171 (World History 1500-Present). In addition to this we also offer seven other specialty courses and one independent study course. The History Department offers six specialty courses that highlight issues of race/ethnicity, including: History 107 (The United States and the North American Indians), History 110 (History of the Serrano People), History 137 (Racial and Ethnic Groups in United States History), History 138 (African American History to 1877), History 139 (African American History 1877-Present), and History 140 (Chicano History). By offering these courses, the department seeks to meet the needs our student population, as well as the needs of the community specific to San Bernardino. In terms of pattern of offerings and scheduling and alternate delivery methods, we provide a great variety of offerings. Every semester, the Department Faculty Chair provides the Division Dean with a breakdown of course offerings into categories: morning, afternoon, evening, weekend, hybrid, online and ITV courses. In terms of scheduling, courses are offered 7 am – 9 pm Monday through Thursday, 7 am – 10pm Friday, and 8:00am-1:00pm on Saturday. Upon further breakdown, we offer 40% of our courses in the morning, 10% in the afternoon, 10% in the evening, 8% on the weekends. The remaining courses (30-33%) are offered via online and hybrid courses. We offer 60% of our courses in full 17 week sessions, and 40% of our sections are offered in short term (14 or 9 week) sessions. In the upcoming we year, we plan to add an ITV course and a learning community to our offerings. In the Fall 2012 semester, we will offer our first ITV course in order to serve the needs of our student population in the Big Bear region, while still offering the section open to SBVC students on campus. Additionally, the History Department in collaboration with the Philosophy Department has proposed a learning community including History 137 (Racial and Ethnic Groups in US History) and Philosophy 102 (Critical Thinking and Writing). The purpose of this learning community is to improve student success rates by providing students with integrated assignments to further develop writing and critical thinking skills. The development of writing and critical thinking is part of the History Department Mission Statement, and therefore a core concept of our department.Considering the cuts we have suffered over the past couple years, maintaining a variety offerings in times/dates and modalities, as well as future plans for development and diversification, illustrates our commitment to serving a diverse community of learners.  |

**Part II: Questions Related to Strategic Initiative: Student Success**

| **Strategic Initiative** | **Institutional Expectations** |
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| **Does Not Meet** | **Meets** |
| **Part II: Student Success - Rubric** |
| Data demonstrating achievement of instructional or service success | Program does not provide an adequate *analysis* of the data provided with respect to relevant program data. | Program provides an analysis of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.  |
| Student Learning Outcomes and/or Student Achievement Outcomes | Program has not completed the first three-year SLO/SAO cycle. | Program has completed the first three-year SLO/SAO cycle. Discusses how SLOs were evaluated and has plans to continue SLO process. |

**Student Success Data**

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| --- | --- | --- | --- | --- | --- | --- |
|   | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 | 09-10 |
| Sections | 77 | 76 | 88 | 96 | 94 | 87 |
| % of online enrollment | 4% | 10% | 19% | 28% | 30% | 33% |
| Degrees awarded |   |   |   |   |   |   |
| Certificates awarded  |   |   |   |   |   |   |
|  |  |  |  |  |  |  |  |
| Data includes: SBVC, SOFF and SBBHS |  |  |  |  |

Provide an analysis of the data and narrative from the program’s EMP Summary and discuss what it reveals about your program

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| The above data reveals that the History Department has, overall, improved in the areas of retention and student success since 2004-2005. In 2004-2005, we had a retention rate of 74% and a success rate of 52%; whereas, in 2009-2010, we achieved a retention rate of 80% and a success rate of 57%. What is to be noted is that these numbers have improved, while our online sections have increased from 4% to 33%. This is significant because according to the Online Committee, online classes average lower rates of retention and success. In comparison to the college average, our online classes are similar to the rates of retention and success for in-class courses. Sadly, we see possibilities for improving these numbers with a reduction of section offerings due to budget constraints, as some students will no longer be able to take courses (due to their low priority status—most specifically recent high school graduates) and the acknowledgment of returning students, who will understand the urgency of passing their courses. In terms of achieving departmental goals, in 2008 we established four goals for our department (page 3). We have either achieved or made progress of each of those goals. We have completely updated all of our course curriculum and established articulation agreements with UC, CSU, and private colleges and universities. We have supplanted the idea of a history department handbook with the development of a history department Blackboard shell. The shell will enable faculty to post assignments for feedback or exchange, provide announcements and information for adjunct faculty, and allow all history department faculty to exchange ideas regarding teaching and learning. The establishment of this Blackboard shell will also enable us to increase communication with adjunct faculty. We have continued to not only assess SLO, but we have also used the SLO information to make decisions that were data-driven. Therefore, the History Department has made progress in achieving all of the goals we established in 2008.  |

**Supplemental Data**

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

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| While the History Department does not offer any certificates or licenses, we do acknowledge our role in promoting our field and encouraging interested students in pursuing a career as a historian. According to the Department of Labor in its 2010 “Occupational Employment and Wages Report” (<http://www.bls.gov/oes/current/oes193093.htm>), the opportunities for historians are growing about as fast as average for all other occupations. It is expected that jobs for historians will grow from 4100 to 4500, or 11%, from 2008-2018. The majority of these positions will be policy work, research, and historic preservation. The three main areas in the nation that provide the greatest number of opportunities include the Washington DC—Maryland—Virginia region, California, and New York. For our students in San Bernardino, the ability to have a number of positions available within our state is of great importance. The median salary for a historian is $53,520 with the average wages in California, DC, and New York surpassing that median. In addition to the designation of “historians”, the majority of history majors seek out other professions most notably teaching and practicing law.  |

**Student Learning Outcomes and/or Student Achievement Outcomes (See** [**Strategic Initiative 5.1**](http://www.valleycollege.edu/~/media/Files/SBCCD/SBVC/president/College%20Planning%20Documents/StrategicInitiativesandBenchmarksMasterFormFinal.ashx).3**)**

**Has your program completed the initial SLO/SAO three-year cycle? If not, provide a timeline for completion.**

**Discuss the process used to evaluate SLOs/SAOs and what trends were identified. Describe program plans to continuously review and analyze SLO assessment outcome data to verify SLO progress.**

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|   Student Learning Objectives for History Courses HISTORY 1001. Identify and explain the historical significance of key terms, events or movements in United States history from the pre-colonial period to 1877.
2. Critically evaluate and interpret key themes in social, cultural, political, and/or economic movements in United States history from the pre-colonial period to 1877.
3. Applying the specific knowledge of key events and themes in United States history from the pre-colonial period to 1877, students will demonstrate their understanding of the course material using evidence based writing (using 2 or more sources).

HISTORY 1011. Identify and explain the historical significance of key terms, events or movements in United States history from 1877 to present.
2. Critically evaluate and interpret key themes in social, cultural, political, and/or economic movements in United States history from 1877-Present.
3. Applying the specific knowledge of key events and themes in United States history from1877-present, students will demonstrate their understanding of the course material using evidence based writing (using 2 or more sources).

HISTORY 1071. Identify and explain the historical significance of key terms, events or movements regarding North American Indian groups from pre-history to present.
2. Critically evaluate and interpret key themes, such as: original cultural, social, and political traditions pre-contact, the impact of invasion, expansion, and forced assimilation, and movements for empowerment and government recognition for sovereignty.
3. Applying the specific knowledge of key events and themes in North American Indian history, students will demonstrate their understanding of the course material using evidence based writing (using 2 or more sources).

HISTORY 1101. Identify and explain the historical significance of key terms, events or movements regarding Serrano culture from pre-history to present.
2. Critically evaluate and interpret key themes in Serrano culture including studies and research in history, architecture, linguistics, and ethnography.
3. Applying the specific knowledge of key events and themes in Serrano culture, students will demonstrate their understanding of the course material using evidence based writing (using 2 or more sources).

HISTORY 1371. Identify and explain the historical significance of key terms, events or movements regarding the experiences of racial and ethnic groups that span from the early colonial period to present.
2. Critically evaluate and interpret the impact that social and political movements as well as economic developments had on various racial and ethnic groups in United States history.
3. Applying the specific knowledge of specific course material, students will be able to compare and contrast the experiences of various racial and ethnic groups demonstrating an understanding of a broader, cohesive perspective of United States history.

HISTORY 1381. Identify and explain the historical significance of key terms, events or movements regarding African American History to 1877.
2. Critically evaluate and interpret specific themes in African American history including: African culture, the international slave trade, the institution of slavery and Black resistance, and the Black movement for freedom and equality in the Civil War and Reconstruction period.
3. Applying the specific knowledge of key themes in African American history, students will be able to demonstrate their understanding of the creation and development of African American people and culture using evidence based writing (2 or more sources)

HISTORY 1391. Identify and explain the historical significance of key terms, events or movements regarding African American History 1877-Present.
2. Critically evaluate and interpret specific themes in African American history including: the failure of Reconstruction, the Great Migration and Harlem Renaissance, the early leadership of the African American community, the African American experience at war, and the Civil Rights movement that continues to our present time.
3. Applying the specific knowledge of key themes in African American history, students will be able to evaluate the continuing struggle for equality in the United States using evidence based writing (2 or more sources)

HISTORY 1401. Identify and explain the historical significance of key terms, events or movements regarding Chicano history.
2. Critically evaluate and interpret specific themes in Chicano history, including Spanish and Indian cultural origins, the impact of European and American expansion, the consequences of Mexican American War, and the development and impact of the Chicano Movement.
3. Applying the specific knowledge of key themes in Chicano history, students will demonstrate their understanding of the Chicano experience using evidence based writing (2 sources).

HISTORY 1501. Identify and explain the historical significance of key terms, events in Latin American history.
2. Critically evaluate and interpret specific themes in Latin American history, including: Iberian and Native American cultural roots, impact of colonization and conquest, revolt and rebellion in colonial Latin America, the Independence and later revolutionary movements, and the role of Latin American in the global economy.
3. Applying the specific knowledge of course material, students will be able to compare and contrast the experiences of individual Latin American nations demonstrating an understanding of a broader, cohesive perspective of Latin American history using evidence based writing (2 or more sources).

HISTORY 1701. Identify and explain the historical significance of key terms, events in World history to 1500.
2. Critically evaluate and interpret the origins and development of civilizations in Europe, America, Africa, Near East, East Asia to 1500.
3. Applying a global perspective and comparative approach between the world’s major civilizations, students will demonstrate their understanding of the course material using evidence based writing (2 or more sources).

HISTORY 1711. Identify and explain the historical significance of key terms, events in World history 1500-Present.
2. Critically evaluate and interpret specific themes such as religion, economic, and political revolutions, industrialization and colonization, and wars and decolonization from a global perspective.
3. Applying a global perspective and comparative approach, analyze the impact of increased interaction between nations and the consequences that modern development had on both individual countries and the world, using evidence based writing (2 or more sources).

The History Department has developed Student Learning Objectives for all courses offered by our department. While it has recently been noted that our History 222 independent study course does not have an SLO, the course has not been offered for over 2 years and it is highly probable that the course will be deleted this semester. We have evaluated all three SLO with five of our specialty courses in our first three year rotation. We agreed to use the first rotation to analyze the validity and usefulness of our SLO established before applying them to our US and World History courses. With the information provided from this grouping of specialty courses, we felt confident that our SLOs were adequately measuring the success of our students and –possibly more importantly—providing us with valuable data to make changes to improve rates of success. Our assessment of the specialty courses revealed that, by and large, the students in these courses met or exceeded the standards established at rates varying from 84-88% (on average). One semester there was a glaring deviation from this pattern. From this SLO data, we saw that the rate of success of one course was far lower than the other section (71% compared to 88%). Upon further review, it was clear that the one section of History 138 was compromised of a general population (71%) while the other section included the Tumaini students (88%). This revealed that the students in the Tumaini Program greatly outperformed the non-Tumaini students. By using our SLO assessment, we were able to validate the importance and success of the Tumaini Program. Additionally, in comparing sections of History 138, we noted that the short 9 week section numbers were also lower than the 17 week course. Having studied these SLO assessment numbers, it was the decision of the Department Faculty Chair to no longer offer that class in a short term session. These examples illustrate that not only have we assessed our three core SLO for the department, we have used this information to make specific changes and increase our commitment to programs like Tumaini. This type of date driven decisions helps to further ensure increased success and retention rates in the future. Below you will find the rotation of SLO assessmentCourses: History 110, History 137, History 138, History 139, History 140SLO Assessed: Fall 2008, Spring 2009, Fall 2009, Spring 2010, Fall 2010, Spring 2011Data Analyzed: Fall 2008, Spring 2009, Fall 2009, Spring 2010, Fall 2010, Spring 2011Data Used for Improvement: Fall 2009, Fall 2010, Spring 2011, Fall 2011 (made scheduling changes, commitments made to support Tumaini Program).Future Rotation/Assessment: History 100, History 101, History 170, History 171SLO Assessment Dates: Spring 2012, Fall 2012, Spring 2013, Fall 2013, Spring 2014SLO Data to be Analyzed: Spring 2012, Fall 2012, Spring 2013, Fall 2013, Spring 2014 |

**Part III. Questions Related to Strategic Initiative: Institutional Effectiveness**

| **Strategic Initiative** | **Institutional Expectations** |
| --- | --- |
| **Does Not Meet** | **Meets** |
| **Part III: Institutional Effectiveness - Rubric** |
| Mission and Purpose | The program does not have a mission, or it does not clearly link with the institutional mission. | The program has a mission, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or (?) transfer with UC/CSU or plans are in place to articulate appropriate courses. |

**Mission and Purpose:**

*SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.*

What is the mission statement of the program?

The History Department offers transfer level courses that are designed to improve students’ writing and critical thinking skills, as well as encourage members of our diverse student population to become active participants in history in the making.

How does this purpose relate to the college mission?

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| The college mission indicates that SBVC provides quality programs and services to a diverse community of learners. We meet these needs by providing transfer level courses that articulate to the CSU system, the UC system, and private colleges and universities. Additionally, we support campus programs such as MeCHA, Tumaini, and most recently, the Honors Program. Our faculty are club advisors, researchers, community leaders, and activists who help to mentor students on a daily basis.  |

**Productivity Data**

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|  |  FTES |

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| 04-05 | 274.83 |  |  |  |  |  |  |  |
| 05-06 | 276.62 |  |  |  |  |  |  |  |
| 06-07 | 280.56 |  |  |  |  |  |  |  |
| 07-08 | 306.95 |  |  |  |  |  |  |  |
| 08-09 | 349.40 |  |  |  |  |  |  |  |
| 09-10 | 374.93 |  |  |  |  |  |  |  |
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|   | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 | 09-10 |  |
| Duplicated Enrollment |  2,891  |  2,769  |  2,812  |  3,079  |  3,519  |  3,758  |  |
| FTEF | 14.20 | 15.00 | 16.65 | 18.00 | 18.20 | 17.00 |  |
| WSCH per FTEF | 581 | 553 | 506 | 512 | 576 | 662 |  |

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses etc…

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| The productivity of the History Department is impressive and continues to improve. Our WSCH/FTEF has risen from a very respectable 581 (14.20 FTEF) in 2004-2005 to a WSCH/FTEF rate of 662 (17 FTEF) in 2009-2010. Our department offers one of the top WSCH/FTEF rates for the college, and the productivity reflects a department that provides a high quality of teaching and an possesses an ability to make good scheduling decisions that are based on data (such as retention and SLO assessment).  |

**Relevance and Currency, Articulation of Curriculum**

If applicable to your area, describe your curriculum by answering the following questions.

The Content Review Summary from Curricunet indicates the program’s current curriculum status. If curriculum is out of date, explain the circumstances surrounding the error and plans to remedy the discrepancy.

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| **Social Sciences, Human Development & Physical Education** |
|         **History** |
|   | **Course** | **Status** | **Last Content Review** | **Next Review Date** |
|   | HIST100 United States History to 1877 | Active | 10/26/2009 | 10/26/2015 |
|   | HIST100H United States History to 1877 - Honors | Active | 12/05/2011 | 12/05/2017 |
|   | HIST101 United States History: 1865 to Present | Active | 10/26/2009 | 10/26/2015 |
|   | HIST101H United States History: 1865 to Present - Honors | Active | 12/05/2011 | 12/05/2017 |
|   | HIST107 The United States and the North American Indians | Active | 11/09/2009 | 11/09/2015 |
|   | HIST110 History of the Serrano People | Active | 10/26/2009 | 10/26/2015 |
|   | HIST137 Racial and Ethnic Groups in United States History | Active | 10/26/2009 | 10/26/2015 |
|   | HIST138 African-American History to 1877 | Active | 10/26/2009 | 10/26/2015 |
|   | HIST139 African-American History 1877 to Present | Active | 11/23/2009 | 11/23/2015 |
|   | HIST140 Chicano History | Active | 02/08/2010 | 02/08/2016 |
|   | HIST150 Introduction to Latin American History | Active | 02/08/2010 | 02/08/2016 |
|   | HIST170 World History to 1500 | Active | 11/23/2009 | 11/23/2015 |
|   | HIST171 World History Since 1500 | Active | 10/26/2009 | 10/26/2015 |
|   | HIST222 Independent Study in History | Active | 09/14/2009 | 09/14/2015 |
|   | HIST101 United States History: 1865 to Present | Historical |  |  |
|   | HIST110 Introduction to Serrano Cultural Studies | Historical |  |  |
|   | HIST124 Civil War and Reconstruction | Historical |  |  |
|   | HIST124 Civil War and Reconstruction | Historical |  |  |
|   | HIST126 History of the American West | Historical |  |  |
|   | HIST126 History of the American West | Historical |  |  |
|   | HIST135 Religion in America | Historical |  |  |
|   | HIST135 Religion in America | Historical |  |  |
|   | HIST137 Racial and Ethnic Groups in United States History | Historical |  |  |
|   | HIST145 History of California | Historical |  |  |
|   | HIST145 History of California | Historical |  |  |
|   | HIST153 History of Mexico | Historical |  |  |
|   | HIST153 History of Mexico | Historical |  |  |
|   | HIST160 Western civilization to 1600: Ancient Times to 1600 | Historical |  |  |
|   | HIST160 Western civilization to 1600: Ancient Times to 1600 | Historical |  |  |
|   | HIST161 History of Western Civilization: 1600 to Present | Historical |  |  |
|   | HIST161 History of Western Civilization: 1600 to Present | Historical |  |  |
|   | HIST180 History of Africa | Historical |  |  |
|   | HIST180 History of Africa | Historical |  |  |
|   | HIST190-191 Selected Studies in History | Historical |  |  |
|   | HIST190-191 Selected Studies in History | Historical |  |  |
|   | HIST191 Selected Studies in History | Historical |  |  |
|   | HIST191 Selected Studies in History | Historical |  |  |
|   | HIST222 Special Problems in Units: | Historical |  |  |
|   | HIST223 Special Problems in History II |  |  |  |

The History Department is currently up to date on all course curriculum, which is no small task. We have consolidated our offerings to courses that articulate to CSU, UC, and area colleges and universities. We work with faculty from various universities and in collaboration with our articulation officer to make data driven decisions regarding what courses to offer.

Articulation and Transfer

|  |  |  |
| --- | --- | --- |
| List Courses above 100 where articulation or transfer is **not** occurring | With CSUN/A | With UCN/A |
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Describe your plans to make course qualify for articulation or transfer.

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| All of our courses currently articulate to all UC and CSU schools (as well as area colleges and universities). We will decide whether to shelf the Independent Studies (History 222) at our next department meeting—considering the needs of our students and the current economic climate, that course may not be feasible in the near future. Additionally, we are updating History 150 currently so that we stay in articulation with UC-Berkeley. Recently, we have added two courses History 100H and History 101H to our department. These Honors courses will be offered each semester in coordination with other History 100 and 101 sections. We look forward to further developing our relationship with the Honors Program by instituting Honors sections in our World History courses (History 170 and 171). By Fall 2012, we will bring History 145 back now that the CSU system has adjusted the History of California back to being a lower division course. In the past, we followed their lead when the CSU system pushed the History of California to a 300 level (upper division) course. Now that it has returned to a 200 level status, we will propose the reoffering of the course by going through the curriculum process in the Fall 2012 semester. This is a great example of how our ability to articulate courses determines what courses we offer.  |

**Currency**

Follow the link below and review the last college catalog data.
http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If not, how does the program plan to remedy the discrepancy?

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| The only courses not recently offered (last two years) are History 150 and History 222. History 150 is typically rotated with History 110, but was not last year due to requests made by our community leaders to continue to offer History 110 (which represents the history of our local native population, the Serrano people). We shall rotate History 150 back in Spring 2013. History 222 will most likely be shelved. All of the titles, prerequisites, and information is accurate and up to date. |
| We will soon have History 100H and History 101H added to our catalog next year, which will allow us to offer the courses in 2013-2014. We have decided to wait this extra year for articulation to be in place with the CSU and UC systems. We have followed the advice provided to us by the Articulation Officer and the Curriculum Committee. |

**Part IV. Planning**

| **Strategic Initiative** | **Institutional Expectations** |
| --- | --- |
| **Does Not Meet** | **Meets** |
| **Part IV: Planning - Rubric** |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program ~~identifies~~ and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.  |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

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| While the History Department does not offer any certificates or licenses, we do acknowledge our role in promoting our field and encouraging interested students in pursuing a career as a historian. According to the Department of Labor in its 2010 “Occupational Employment and Wages Report” (<http://www.bls.gov/oes/current/oes193093.htm>), the opportunities for historians are growing about as fast as average for all other occupations. It is expected that jobs for historians will grow from 4100 to 4500, or 11%, from 2008-2018. The majority of these positions will be policy work, research, and historic preservation. The three main areas in the nation that provide the greatest number of opportunities include the Washington DC—Maryland—Virginia region, California, and New York. For our students in San Bernardino, the ability to have a number of positions available within our state is of great importance. The median salary for a historian is $53,520 with the average wages in California, DC, and New York surpassing that median. In addition to the designation of “historians”, the majority of history majors seek out other professions most notably teaching and practicing law. Considering these trends, we will continue to offer both US, World and specialty history courses to inspire a new generation of historians into a growing field. Additionally, we seek to work collaboratively with other departments to bring professionals on campus to educate our students about various career choices.  |

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

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| The History Department continues to build upon a foundation of success, by improving retention and success rates, evaluating SLO assessments, updating and expanding curriculum, hiring new faculty (including a full time faculty member), and developing special programs for our students. We have an increased the WSCH/FTEF rate to 662 (17 FTEF). We have expanded our offerings to include more online and new hybrid sections. We will offer an ITV course in the Fall 2012 semester. Additionally, we have evaluated SLO for specialty courses and used our assessed data to make good decisions about scheduling. As a department, we continue to support the growth and success of the Tumaini Program. We were thrilled to be able to hire a third full time faculty, who has been instrumental in developing new Honors curriculum and playing an active role in that program. As a department, we offer students opportunities for mentoring in programs specifically sponsored by our faculty, such as MeCHA. Having met or made substantive progress on the goals established in 2008, we still continue to strive to best serve the needs of our diverse student population. In the Fall 2012, we will offer History 100 via ITV, meeting the needs of the student population in Big Bear while continuing to serve the students here at our Valley College campus. In the Spring 2013 semester, we will offer a learning community linking the History 137 and Philosophy 102 courses. We expect to see higher rates of retention and successful course completion with the learning community and anxiously await the opportunity to provide this new learning opportunity for our students. Additionally, we have developed new curriculum for the Honors Program, and will offer History 100H and History 101H in the Fall 2013 semester. We see the future from a perspective of optimism, and as an opportunity for providing the highest quality education for our students. |

Challenges

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

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| We seek to continue to improve our retention and success rates. We would like to use the opportunity to assess our SLO in the History 100, 101, 170 and 171 courses with our adjunct faculty. Using this data, we believe we can make some good choices regarding teaching techniques and course modalities. We seek to support the professional development of our full and adjunct faculty and will develop a History Department Blackboard site for online discussions, support networks, and an exchange of successful assignments. By developing this site, we will continue to achieve our departmental goals (page 3). As all other departments brace for changes that come with the economic strife of our current time, we seek to use this as an opportunity to challenge our faculty to be more sensitive to meeting the needs of our diverse population of learners and the community of San Bernardino.  |

**V. Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships.**

| **Part V: Technology, Partnerships & Campus Climate** |
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|  | Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships or Campus Climate. Program does not have plans to implement the strategic initiatives of Technology, Partnerships or Campus Climate | Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate. Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate. |

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships. What plans does your program have to further implement these initiatives.

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| ONLINE COURSES: We have expanded from 4 sections in 2004-2005 to offering 33% of our courses online. We work hard to maintain a high level of retention and success in these online courses.HYBRID COURSES: We have created hybrid courses for three classes: History 100, 101 and 137. The retention and success rates demonstrate that students are very successful in a format that is designed to use of the best of the classroom and the online teaching tools. BLACKBOARD: The majority of History Department faculty use their Blackboard shells to post information, make grades available to students, and communicate with students on discussion boards and via email. SMART CARTS: The North Hall 352 and 353 both are equipped with Smart Carts that allow our faculty to use LCD projectors, computers, and multimedia to present students with information using different modalities for presentation.ITV: In the Fall 2012 semester, History 100 will be presented via ITV connecting a section at SBVC with one at the Big Bear Campus. We are excited to use this technology to reach more students. DIGITAL MEDIA: Faculty continue to use DVDs, videos, you-tube presentations, powerpoint presentations, and other digital media to enhance the learning experience of our students. LIBRARY DATABASE: Faculty use the computers in the library to teach students how to access primary and secondary sources via the databases available through the library’s resources.  |