

Program Efficacy Report Spring 2016

Name of Department: History

Efficacy Team: Michael Mayne (chair), Nori Sogomonian, and Todd Heibel

Overall Recommendation (include rationale): Continuation

The History Department is a proactive, dynamic, robust program designed to meet the changing and diverse needs of the SBVC student population. It is clear that the faculty are cognizant of transfer and employment patterns, as well as community needs for sound, accurate historical expertise and guidance. The new History AA-T Degree, as well as revised curriculum that includes new courses, will provide additional options for SBVC students. An additional full-time faculty would greatly benefit this program.

Tabular data that quantifies the information in a visual form and a more coherent analysis of longitudinal data would have made the document easier to interpret. Overall, however, the document is well written.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part I: Access		
Demographics	<i>The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population</i>	<i>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.</i>

Efficacy Team Analysis and Feedback: Meets

The department provides a thorough narrative that accounts for variance between program and college. Although the department generally mirrors college demographics, African American students are slightly over-represented and Hispanic students are slightly under-represented. This is attributed to multiple African American history sections offered each semester (three), compared to just one Chicano history section. Proposed solutions to under-represented Hispanic populations include offering additional Chicano history sections each semester.

In addition to offering a diversity of courses in order to maintain and increase program diversity, the department partners with the Tumaini Program. In the future, the department may wish to consider partnerships with Puente and related programs as a means to attract a larger Hispanic population.

Pattern of Service	<i>The program's pattern of service is not related to the needs of students.</i>	<i>The program provides <u>evidence</u> that the pattern of service or instruction meets student needs.</i> <i>If warranted, plans or activities are in place to meet a broader range of needs.</i>
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Efficacy Team Analysis and Feedback: Meets

The History Department offers a wide variety of courses within online and face-to-face formats. While the majority of sections are taught during the day, the department also teaches afternoon, evening, and weekend sections. Students also have full-term and short-term schedule options.

Students are further served within novel learning community partnerships. There is compelling evidence that short-term schedules and learning communities increase the likelihood for student persistence and success.

Part II: Student Success		
Data demonstrating achievement of instructional or service success	<i>Program does not provide an adequate analysis of the data provided with respect to relevant program data.</i>	<i>Program provides an <u>analysis</u> of the data which indicates progress on departmental goals.</i> <i>If applicable, supplemental data is analyzed.</i>

Efficacy Team Analysis and Feedback: Meets

The analysis of success and retention data relies primarily on the comparison of two years, 2010-11 and 2014-15. The rationale is that these years were more comparable in terms of FTES and duplicated enrollment than other academic years. While success and retention in 2014-15 are higher than in 2010-11, it would be helpful if the narrative incorporated trends during the five-year period. For example, success and retention have decreased slightly in the two academic years since 2012-13. It may be a useful exercise to explore some of the reasons for the increase from 2010-11 to 2012-13, and subsequent decrease since 2012-13.

Nonetheless, the narrative includes strategies to increase student success and retention, including English advisories for all History courses, with the exception of honors-level courses where English is a prerequisite. In addition, an AA-T degree will be available in the 2016-17 academic year, with several courses C-ID approved. The AA-T degree is linked to transfer and subsequent career trajectories within the supplemental job market information.

Student Learning Outcomes and/or Student Achievement Outcomes	<i>Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.</i>	<i>Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.</i>
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Efficacy Team Analysis and Feedback: Meets

Three-year SLO data are cumulatively analyzed for all sections within the History Department, but it appears to include only fall semester data for the 2013-15 period. The program provides a fairly robust analysis of three-year data (2013-16) for every History course, including methodology and measurement instruments (e.g. assignments, quizzes, and examinations). However, tabular data would simplify and clarify interpretation of this section. While quantitative data are embedded within the narrative, this section is somewhat difficult to interpret without summary tabular data. Until last year, the department submitted SLO data via hardcopy documents. This makes longitudinal SLO analysis more onerous. The department has taken a positive step into the future by entering all SLO data into the SLO Cloud. With the implementation of an AA-T degree in 2016-17, program-level SLO data will be collected and analyzed.

Part III: Institutional Effectiveness

Mission and Purpose	<i>The program does not have a mission, or it does not clearly link with the institutional mission.</i>	<i>The program has a mission, and it links clearly with the institutional mission.</i>
<p>Efficacy Team Analysis and Feedback: <u>Meets</u></p> <p>The History Department clearly supports the college mission through a diversity of courses, AA-T degree, faculty club advising, sponsoring on- and off-campus events, and faculty research and conference presentation.</p>		
Productivity	<i>The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.</i>	<i>The data shows the program is productive at an acceptable level.</i>
<p>Efficacy Team Analysis and Feedback: <u>Meets</u></p> <p>This section provides a helpful analysis of trends, culminating with the department's highest productivity recorded to date (2014-15). Particularly useful are the discussions of departmental advisories and prerequisites, and use of SLO analyses to continually improve student success and departmental productivity. The future trajectory of productivity appears to be positive, and the department has included a preliminary analysis of 2015-16 data, as well as summer 2016 forecast. Facility (physical space) limitations and flexibility of online courses provide additional insight into ongoing and future challenges, opportunities, and inventive solutions.</p> <p>The narrative could be made more user friendly with reproduction of data tables and graphs from the EMP document (e.g. FTES, duplicated enrollment, FTEF, and efficiency). A brief discussion of slight declines in efficiency since 2012-13 would be helpful, although the department remains well above the institutional goal of 525.</p>		
Relevance, Currency, Articulation	<p><i>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</i></p> <p><i>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</i></p>	<p><i>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.</i></p>
<p>Efficacy Team Analysis and Feedback: <u>Meets</u></p> <p>It is clear that the History Department remains proactive in its approach to course- and degree-level curriculum. Not only are all courses up to date, but also new courses have recently been approved or are in the process of being created and approved. In addition, a new History AA-T Degree will be available for students in the 2016-17 academic year with an Ethnic Studies program available in subsequent academic years. The department supports the Honors Program through HIST 100H and 101H.</p> <p>As an editorial note, the content review table provided within the History Efficacy document is in error and excludes several courses, including HIST 100/100H, HIST 101/101H, and HIST 176.</p>		
Part IV: Planning		
Trends	<i>The program does not identify major trends, or the plans are not supported by the data and information provided.</i>	<i>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.</i>

Efficacy Team Analysis and Feedback: Meets

The narrative begins with the general state of employment among historians and compares national and California salary averages. One trend in particular, the growing need for teachers, is amply addressed. In tandem with CSU and UC articulation, the California History course provides an important lower-division course for SBVC students who wish to pursue a teaching career. Because the employment scenario for historians, in general, appears to be improving, the History Department endeavors to offer an increasing diversity of courses, including honors level courses, to meet student demands. This has the potential to increase the number of history majors who endeavor to earn a History AA-T Degree.

Accomplishments

The program does not incorporate accomplishments and strengths into planning.

The program incorporates substantial accomplishments and strengths into planning.

Efficacy Team Analysis and Feedback: Meets

The department recorded its highest-ever FTES, (duplicated) enrollment, and number of sections offered in 2014-15 and endeavors to continue its current growth trajectory. Based on SLO, student success data, and departmental discussions, existing History courses are offered in a diverse scheduling and delivery format. For example, the department offers daytime, afternoon, and evening courses in full- and short-term schedule formats, as well as face-to-face and online delivery formats. The department suggests that this flexibility not only benefits student success and retention but also increases productivity and encourages growth.

Other plans include content revision of existing courses (including advisories and prerequisites), as well as new course creation (including additional honors level courses). The new History AA-T Degree will be available to students in the 2016-17 academic year.

Weaknesses/challenges

The program does not incorporate weaknesses and challenges into planning.

The program incorporates weaknesses and challenges into planning.

Efficacy Team Analysis and Feedback: Meets

The department presents lack of full- and part-time (adjunct) faculty as a limit to growth, student success and access, and SLO data collection and analysis. The narrative reinforces the EMP document by reiterating the need for additional full-time faculty. Interestingly, the facility (physical classroom space) limitations presented within other sections does not appear within the narrative of this section.

Part V: Technology, Partnerships & Campus Climate

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.

Efficacy Team Analysis and Feedback: Meets

The narrative nicely summarizes the myriad activities in which History Department faculty are engaged to support the strategic initiatives of Technology, Partnerships, and/or Campus Climate. Fully online and hybrid courses integrate technology. Partnerships are evident through relationships with the Rialto Unified School District. Campus Climate is enriched through History faculty serving as student organization advisers, (co-) sponsorship of campus events, and close relationships with learning communities, including the Tumaini program.

Part VI: Previous Does Not Meets Categories

Program does not show that previous deficiencies have been adequately remedied.

Program describes how previous deficiencies have been adequately remedied.

Efficacy Team Analysis and Feedback (N/A if there were no “Does not Meets” in the previous efficacy review):

N/A: There are no “Does not Meet” deficiencies identified within the previous Efficacy document.