

INSTITUTIONAL PROGRAM REVIEW 2015 – 2016
Program Efficacy Phase: Instruction
DUE: March 30, 2016

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 and to make informed decisions about budget and other campus priorities.

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-, two-, and four-year cycles as determined by the District, College, and other regulatory agencies. Program review is conducted by authorization of the SBVC Academic Senate.

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 appropriate committees

Our Program Review process includes an annual campus-wide needs assessment each fall and an in-depth efficacy review each spring of each program on a four-year cycle. All programs are now required to update their Educational Master Plan (EMP) narrative each fall. In addition, CTE programs have a mid-cycle update (2 years after full efficacy) in order to comply with Title 5 regulations.

Two or three committee members will be meeting 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 embedded in the form. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written early so that your review team can work with you at the small-group workshops (March 4 and March 25, 2016). Final documents are due to the Committee co-chair(s) by **Wednesday, March 30** at midnight.

It is the writer's responsibility to be sure the Committee receives the forms on time.

The efficacy process incorporates the EMP sheet, a curriculum report, SLO/SAO documentation. We have inserted the curriculum report for you. We have also inserted the dialogue from the committee where your last efficacy document did not meet the rubric. SBVC's demographic data will be available on or before February 26. Below are additional links to data that may assist you in completing your document:

California Community College Chancellor's Office Datamart: <http://datamart.cccco.edu/>

SBVC Research, Planning & Institutional Effectiveness:
<http://www.valleycollege.edu/about-sbvc/offices/office-research-planning>

California Community Colleges Student Success Scorecard:
<http://scorecard.cccco.edu/scorecard.aspx>

Program Efficacy

2015 – 2016

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

Program Being Evaluated

History

Name of Division

Social Sciences, Human Development and Physical Education

Name of Person Preparing this Report

Colleen Calderon

909-384-8622

Extension

Names of Department Members Consulted

Edward Gomez and Jeffrey Demsky

Names of Reviewers (names will be sent to you after the committee meets on February 19)

Nori Sogomonian, Todd Heibel, Michael Mayne

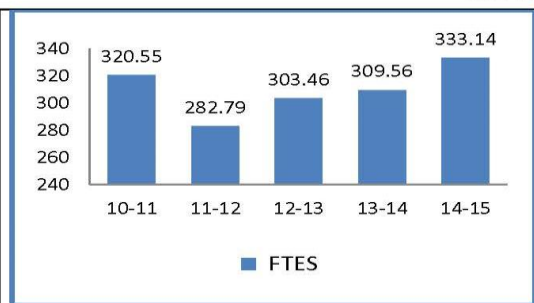
| Work Flow | Date Submitted |
|---|--------------------------------------|
| Initial meeting with department | February 23, 2016 |
| Meeting with Program Review Team | March 25, 2016 |
| Report submitted to Program Review co-chair(s) & Dean | by midnight on March 30, 2016 |

Staffing

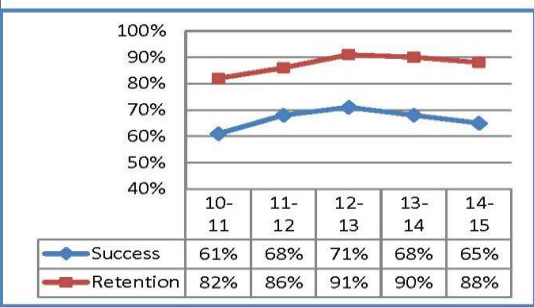
List the number of full and part-time employees in your area.

| Classification | Number Full-Time | Number Part-time, Contract | Number adjunct, short-term, hourly |
|------------------|------------------|----------------------------|------------------------------------|
| Managers | | | |
| Faculty | 3 | | 13 |
| Classified Staff | | | |
| Total | 3 | | 13 |

HISTORY — 2014-2015



| | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 |
|-----------------------|-------|-------|-------|-------|-------|
| Duplicated Enrollment | 3,230 | 2,754 | 2,981 | 3,099 | 3,335 |
| FTEF | 16.40 | 14.20 | 14.80 | 16.00 | 17.40 |
| WSCH per FTEF | 586 | 597 | 615 | 580 | 574 |



Description:
The History Department offers a variety of transfer level courses to serve our diverse community of learners. Our course offerings include US history courses, including two Honors courses, which meet the Cal State requirement for American Institutions. Additionally, we offer multicultural courses including Native American history, Chicano history, African American history (2 courses), World history, and an Ethnic Minorities course. We have created a courses that analyzes the History of Genocide, that was created in partnership with Rialto School District. All of our courses can be used for AA requirements and all transfer to universities. Most importantly, we have developed a transfer History major (AA-T) for our prospective History majors.

Assessment:
In the past year, we have increased our section offerings from 87 to 94, and we have dramatically increased our FTEs from 309.56 to 333.14. Our duplicated enrollment reflects this increase from 3,099 to 3,335. Our WSCH/FTEF has stayed at essentially the same level (580-574).

In terms of retention, we have stayed the same at the impressive level of 88%. These statistics show that our department does an excellent job keeping students engaged in their attempts to complete the course. Our success rates dropped a small amount from 68% to 65%, but that can be explained by the increased numbers of online sections, which are known campus-wide to have a lower success rate. This is an extremely successful department in terms of our enrollment, retention, and success rates considering that all of our coursework is transfer level and all courses meet degree requirements.

Department Goals:
We met several department goals in a productive year. We updated all coursework for Program Review, at least a semester early in all cases. We had our AA-T History Degree accepted through the curriculum process. We developed a new course on Genocide, in a partnership with Rialto Unified School District. We hired two new adjunct to help support the increase in our course offerings.

Challenges & Opportunities:
The greatest challenge is finding faculty who can teach World History. The majority of our current and prospective faculty do not have the necessary specialization to teach World History. I currently have US historians teaching World History simply to be able to offer the course. There are two World History courses that are required for our AA-T degree in History. We are struggling to meet the demand for these courses, and as students begin to enroll in this class for our degree, we will be hard pressed to have the World specialists we need to offer these courses. We are developing a Women in United States history course that will also need a specialist to teach that course. In terms of opportunities, we are working with the counseling department to develop an Ethnic Studies program that can develop into another AA-T degree. Considering that UCR has an Ethnic Studies major, we feel that this is an appropriate transfer program.

| | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 |
|------------------------|-------|-------|-------|-------|-------|
| Sections | 83 | 73 | 77 | 87 | 94 |
| % of online enrollment | 36% | 36% | 38% | 37% | 39% |
| Degrees awarded | N/A | N/A | N/A | N/A | N/A |
| Certificates awarded | N/A | N/A | N/A | N/A | N/A |

- Action Plan:**
1. Hire a full time World History faculty member
 2. Continue recruitment and professional development of current History department faculty
 3. Have the Women in US History course accepted through the curriculum process this year
 4. Continue completion of SLOs and SLO evaluation

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.

| 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 <u>analysis</u> 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 <u>evidence</u> 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. |

INSERT DEMOGRAPHIC DATA (PROGRAM & CAMPUS) Program Review Committee will provide this on or before February 26.

| Demographics - Academic Years - 2012-13 to 2014-15 | | |
|--|------------------|-------------|
| Demographic Measure | Program: History | Campus-wide |
| Asian | 4.1% | 4.9% |
| African-American | 16.3% | 13.4% |
| Hispanic | 56.4% | 61.8% |
| Native American | 0.7% | 0.3% |
| Pacific Islander | 0.6% | 0.4% |
| White | 12.3% | 15.4% |
| Unknown | 9.6% | 0.6% |
| Female | 56.6% | 55.1% |
| Male | 43.4% | 44.7% |
| Disability | 3.3% | 5.6% |
| Age Min: | 15 | 15 |
| Age Max: | 82 | 83 |
| Age Mean: | 26 | 27 |

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?

In comparing the History Department demographic data, it appears that we are fairly in line with college demographics. Male and female percentages are very similar, with the History Department serving a population that is 56.6% female and 43.4% male, compared with campus wide percentages of 55.1% and 44.7% respectively. The age minimum of 15 is exactly that of the campus; the maximum age of 82 is only one year behind the age maximum of the campus of 83, and our age mean of 26 is only one year shy of the campus wide age mean of 27 years old.

In terms of ethnic/racial distribution, we are very similar to campus wide statistics, with one exception. One "demographic" that is greatly different between our department and the campus is the "unknown" category. It is recorded that we serve 9.6% of people who designate themselves as "unknown" compared to the campus wide .6%. I am unsure what that means. I am unsure if this is a data problem; or perhaps we are serving a population that does not want to participate in identifying themselves in this category.

There are some points that we do consider addressing regarding this demographic data. First, we are serving more African American students with 16.3% than the campus average of 13.4%. That can be attributed to the fact that we offer three sections of African American history per semester. Additionally, the history department participates in the Tumaini Program, which supports the learning experience for African American students. In March, the Tumaini students and the African American history professor went on a tour of Historical Black Colleges and Universities (HBCU), to introduce our students to these campuses. The extra efforts we make as a department to reach African American students may attribute to the department's success with this population. We are greatly encouraged by these numbers.

We are about 3% under the campus averages for serving White and Hispanic populations. One solution that we discussed was increasing the number of Chicano History courses from 1 section per semester to two sections a semester. Increasing this offering may increase the number of Hispanic students.

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.

The History Department serves our diverse student population by offering transfer level courses, that articulate to area public and private colleges and universities. We offer the following courses: History 100 and 101 (US Survey courses), History 100H and History 101H (Honors sections of the survey courses), History 170 and 171 (World History survey courses), and specialty courses. Our other courses include: History 107 (United States and North American Indians), History 137 (Racial and Ethnic Groups in US History), History 138 and 139 (African American History survey courses), History 140 (Chicano History), History 145 (California History), and History 150 (Introduction to Latin American History). History 145 is a new offering that transfers to California State Universities to fulfill the California History requirement for teaching credentials.

We offer our courses through a variety of modes and at different times/days. We offer 33% of our courses in the daytime, 17% in the afternoon, 14% in the evenings, and 4% on the weekends. According to our EMP, 39% were offered online. However, almost 10% of those offered are in a hybrid format (which are highly successful and popular with students). Of our Spring 2016 offerings, 43% of all our courses are in a short term format; and, 100% of our online and hybrid courses are short term (14 or 8 weeks) format. Again,

we have made these decisions based on data collected from full and part time faculty. Additionally, we offer one class to Big Bear in an ITV format, and have had success with that alternative delivery method as well.

In the future, we would like to work with James Smith to get some hard data on short term classes, in our ongoing efforts to have other departments in our division buy into our “short term success” motto. We would like to work with other departments to offer a learning community linking courses such as Sociology and History, and/or History and Political Science. We believe strongly in the short term courses, and offering these courses in a short term can help our students meet general education (and perhaps major) coursework in a timely manner. We are dedicated to our students transferring and statistics show that the longer our students stay at the two year level, the less likely they are to graduate and/or transfer.

Part II: Questions Related to Strategic Initiative: Student Success

| Strategic Initiative | Institutional Expectations | |
|---|--|--|
| | Does Not Meet | Meets |
| Part II: Student Success – Rubric | | |
| Data/analysis demonstrating achievement of instructional or service success | Program does not provide an adequate <u>analysis</u> of the data provided with respect to relevant program data. | Program provides an <u>analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed. |
| Student Learning Outcomes (SLOs) | Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete. | Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete. |

Provide an analysis of the data and narrative from the program’s EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded”)

In the past two years, the History Department has seen tremendous growth, where we have now exceeded our 2010-2011 320.5 to in 2014-2015, achieving 333.14FTES. This 2015-2016 year we will exceed our previous year, which is very exciting. In comparing levels of success, it is most useful to look at the 2010-2011 year because that is the only year comparable in terms of the number of sections offered. In 2010-2011, we had a success rate of 61% and a retention rate of 82%. Offering more sections than the 2010-2011 model, we have actually increased our levels of success to 65% and 88% retention. This is while maintaining standards that include a lot of writing and critical thinking assignments and assessments.

The History Department still strives for a higher level of success. We made a decision as a department to add a Departmental Advisory, recommending that students complete English 015 (or be eligible for English 101 through the placement test) before taking the course. When we updated our courses in the Fall 2015 semester, the Departmental Advisory was added to all courses except for History 100H and History 101H. For our honors sections, we added a pre-requisite of English 015 (or eligibility for English 101 through the placement test). We are confident that these will help the students make educated decisions regarding their preparation level for our transfer level courses.

Additionally, we completed the submission of our AA-T History Major in the Fall 2015 semester. The program has gone through curriculum, has been Board approved, and now in the final stages before we include it in the upcoming catalog. We are finalizing the CID course designation (and approvals) for two courses, while two courses have already been approved for CIDs.

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.

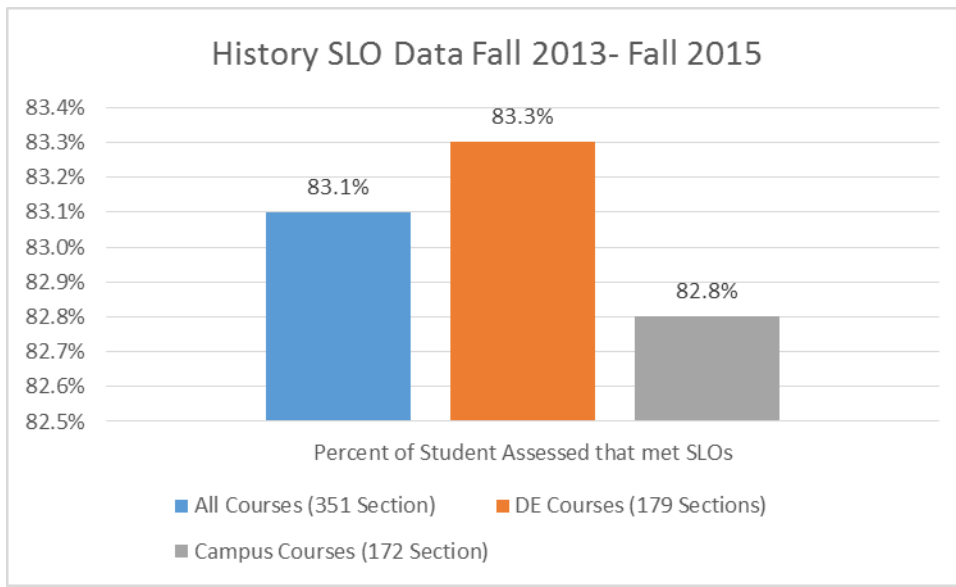
According to the Department of Labor, "Employment and Wages Report, May 2015, there are 3010 individuals listed as "historians." Their positions include employment by local, state, or federal government positions, scientific research firms, non-profit organizations, civic and social services, consulting firms, legal firms, museums, and colleges/universities. In the past year and nationwide, there has been a 4.4% rise in the employment of historians. The mean annual wage of \$61,120 shows an increase in salary of 2.1% from 2014. In California, the annual mean wage tops the national average at \$75,530.

These are encouraging numbers, as this is a growth occupation. This further justifies our establishment of a transfer level History Major.

Student Learning Outcomes

Course SLOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs), based on the plans of the program since the last efficacy review. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. This section is required for all programs.

See [Strategic Goal 2.11](#)



Since 2011-2012, we have come a long way in terms of SLO evaluation. We went through a process of SLO rotation for evaluation, but we are now evaluating our courses each semester. According to the data provided through Cloud, 83.1% of our students meet or exceed the standards set through our student learning outcomes for all history courses (351 sections were evaluated). We have a slightly higher rate of success in our online/hybrid courses at 83.3% than we do for our campus contact courses at 82.8%. Still, the rate of success exceeds our goal of 70%, and illustrates the commitment of our faculty in providing achievable goals, and methods in which our students can reach those goals.

The data collection of Cloud truly helps the department in evaluating our success rates. Unfortunately, we clung to the past and continued to hand in our SLO evaluations on paper until last year, and that has resulted in incomplete data for our SLO evaluations.

Using the data and feedback recorded in Cloud, we offer a course by course summary of SLO evaluation and assessment of the SLO findings.

HIST 100

According to the sample collected during 2013-2016, instructors assessed nearly four thousand students. More than three thousand of them met the criteria for all three SLO. Assessment methods used to extract these results included objective tests and quizzes, essay exams, and term paper based on primary sources. These results appear satisfactory and will be monitored for continued success.

HIST 100 H

According to the sample collected during 2013-2016, instructors assessed some dozen students. Nearly all the students met the criteria for all three SLO. Assessment methods used to extract these results included objective tests and quizzes, essay exams, term papers, and a public presentation based on primary and secondary sources. Although these results appear satisfactory, they capture only a snippet of the students we taught in this section. We can better assess our learning outcomes through greater diligence in the collection phase.

HIST 101

According to the sample collected during 2013-2016, instructors assessed nearly three thousand students. More than eighty percent of these students met the criteria for all three SLO. Assessment methods used to extract these results included objective tests and quizzes, essay exams, and term paper based on primary sources. These results appear satisfactory and will be monitored for continued success.

HIST 101 H

According to the sample collected during 2013-2016, instructors assessed twenty-one students. Nearly all the students met the criteria for all three SLO. Assessment methods used to extract these results included objective tests and quizzes, essay exams, term papers, and public presentation based on primary and secondary sources. Although these results appear satisfactory, they capture only a snippet of the students we taught in this section. We can better assess our learning outcomes through greater diligence in the collection phase.

HIST 107

According to the sample collected during 2013-2016, instructors assessed thirty-eight students. Twenty-six of the students met the criteria for the one course SLO. The assessment method used to extract these results was objective quizzes. These results appear unsatisfactory since they were below the seventy percent threshold. We can improve our future results by offering students more diverse assessment methods like writing analytical journals, or authoring logs of video reactions centered on the course curriculum.

HIST 137

According to the sample collected during 2013-2016, instructors assessed some three hundred fifty students. More than eighty percent of these students met the criteria for all three SLO. Assessment methods used to extract these results included written exams, analytical journals, and comprehensive tests. These results appear satisfactory and will be monitored for continued success.

HIST 138

According to the sample collected during 2013-2016, instructors assessed more than three hundred students. The data indicates that students did not meet the SLO criteria for the first and second outcome. They did meet the criteria for the third. Assessment methods used to extract these results included objective exams and formal essay assignments. We can improve our future results by offering students more diverse assessment methods when evaluating their competence in the first SLO.

HIST 139

According to the sample collected during 2013-2016, instructors assessed over two hundred students. The data indicates that students met the SLO criteria for the first and second outcome. They did not meet the criteria for the third. Assessment methods used to extract these results included objective

tests and a comparison paper. These results appear nearly satisfactory. We can improve our future results on the third SLO by working more closely with the college's Student Writing center.

HIST 140

According to the sample collected during 2013-2016, instructors assessed thirty-five students. More than seventy percent of these students met the criteria for all three SLO. Assessment methods used to extract these results included objective quizzes. These results appear satisfactory and will be monitored for continued success.

HIST 145

According to the sample collected during 2013-2016, instructors assessed fifty-four students. More than seventy percent of these students met the criteria for all three SLO. Assessment methods used to extract these results included comprehensive tests and discussion board prompts that integrated two or more sources including both primary and secondary materials. Although these results appear satisfactory, they capture only a snippet of the students we taught in this section. We can better assess our learning outcomes through greater diligence in the collection phase.

HIST 170:

According to the sample collected during 2013-2016, instructors assessed over one thousand students. Eight hundred fifty of these students met the criteria for all three SLO. Assessment methods used to extract these results included objective tests and quizzes, and term research paper. These results appear satisfactory and will be monitored for continued success.

HIST 171:

According to the sample collected during 2013-2016, instructors assessed approximately eight hundred students. More than seventy percent of these students met the criteria for all three SLO. Assessment methods used to extract these results included objective tests and quizzes, and term research paper. These results appear satisfactory and will be monitored for continued success.

We will meet as a department at the end of the semester and discuss the possibility of finding some common (or even standardized) assessment tools for the courses. Currently, we allow for each instructor to create their own assessment tools for the SLO course evaluation. This will be a departmental decision, including feedback from part time and full time faculty equally.

Program Level Outcomes: If your program offers a degree or certificate, describe how the program level outcomes are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). Discuss how this set of data is being evaluated or is planned to be evaluated. Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. If your program does not offer a degree or certificate, this section is optional (but encouraged).

(INSERT COURSE MAP IF AVAILABLE)—Contact Dr. Celia Huston if you need assistance.

See [Strategic Goal 2.11](#)

Our AA-T has not yet been offered, though we are in the finalizing stage. We eagerly anticipate offering the degree to our population.

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 | <p>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</p> <p>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</p> | <p>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.</p> <p>Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</p> |

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 or purpose of the program?

The San Bernardino Valley College History Department offers transfer level courses that articulate to public and private colleges and universities nationwide. These courses 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?

The San Bernardino Valley College Mission Statement ensures that we provide students with “quality education and services to our diverse community of learners.” Our department meets the goal of this statement with transfer level courses, specialty courses to inspire students to be lifetime learners, and coursework that sharpens students’ skill levels and prepares them to graduate and transfer. Additionally, our department will soon offer an AA-T History major, which ensures a next generation of history majors to serve our community, our state, and our nation. Our department faculty are club advisors for MEChA, the History Club, and the Student California Teacher’s Association (SCTA). They organize presentations and rallies, such as Annual Cesar Chavez Memorial Dinner, Indigenous Peoples Day, Honors History Mini-Conference, Dia de los Muertos Day, and Police Brutality Awareness Day. Our faculty also present original research at conferences nationwide and internationally, such as the 34th Conference on the Holocaust and Genocide (Pennsylvania), Western Jewish Studies Association Annual Conference (Oregon and British Columbia), Film and History Conference (Wisconsin), War Memories: Commemoration, Re-enactment, and Writing of War (University of Rennes, France). These presentations provide our students with inspiration for their own original research and best represent the values and mission of our college.

Productivity

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTEF and WSCH per FTEF) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

The History Department is highly productive. In 2014-2015, we earned 333.14 FTES, with 17.40 FTEF, and a WSCH per FTEF of 574. These are the highest numbers, and the most sections we have ever offered. One reason for our growth, obviously, is the number of sections we have been allowed to offer. The other major component to this growth is our online section offering. We would max out of our offerings if we could only offer in the classroom sections. Offering about 40% of our classes through online or hybrid sections has allowed us to grow (without a negative impact on our facility use). We use two classrooms and offer classes almost back to back in both classrooms from 7 am until 9pm Monday through Friday. We have no other classrooms, so the ability to offer sections online has allowed us to continue to grow. We are meeting the needs of our diverse student population by reaching out to students who may not be able to come to campus on a regular basis—or ever. Originally, we only offered US history courses and World history courses online. In the past two years, we have expanded that to include California history, Ethnic and Minority Groups in US history, California history, and African American history. We offer enough of our courses online/hybrid every semester that students will be able to complete their requirements for this History major AA-T completely online.

As a department, we are continuing to grow. Last year, we offered 94 sections. In the Fall 2015-Spring 2016 semesters, we have offered 101 sections. In the 2016 Summer Session we will offer an additional 19 sections of history, including US history survey and World history courses, Ethnic and Minority Groups in US History, and California History.

We are interested to see how the increased number of sections, and the increased number of online/hybrid sections will have on our success rates and retention. Establishing Departmental Advisories and Pre-requisites demonstrate our commitment to increasing our levels of success, and we will continue to use our SLO data for further information and feedback as to our success levels.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

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

In Fall 2015, we updated our curriculum, including: History 100, History 100H, History 101, History 101H, History 107, History 137, History 138, History 139, History 140, History 170, and History 171 and will not need to be updated again until 2020 (History 140 and 145 are not up for renewal until 2018).

We have deleted a History 222 course because we no longer offered it. We also deleted History 110: Serrano Studies because there was no textbook available and the person who wrote it (locally) passed away. Without scholarship, it was difficult to maintain that as a college level course.

Additionally, we have added History 175: History of Genocide and War Crimes, which we will offer in another year. Currently, we are working on a course for Women in US History, History 170 Honors, History 171 Honors, and History of Asian Americans. We hope to begin that process through curriculum by the beginning of Fall 2016.

We are excited to expand our offering to serve our diverse population, to support our AA-T History major, and to build a foundation for a future Ethnic Studies program.

CURRICUNET REPORT IS PROVIDED

| Social Sciences, Human Development & Physical Education | | | | |
|--|---|---------------|----------------------------|-------------------------|
| History | | | | |
| | Course | Status | Last Content Review | Next Review Date |
| | HIST107 The United States and the North American Indians | Active | 12/01/2014 | 12/01/2020 |
| | HIST137 Racial and Ethnic Groups in United States History | Active | 12/01/2014 | 12/01/2020 |
| | HIST138 African-American History to 1877 | Active | 12/01/2014 | 12/01/2020 |
| | HIST139 African-American History 1877 to Present | Active | 12/01/2014 | 12/01/2020 |
| | HIST140 Chicano History | Active | 12/01/2014 | 12/01/2020 |
| | HIST145 History of California | Active | 12/03/2012 | 12/03/2018 |
| | HIST150 Introduction to Latin American History | Active | 12/03/2012 | 12/03/2018 |
| | HIST170 World History to 1500 | Active | 12/01/2014 | 12/01/2020 |
| | HIST171 World History Since 1500 | Active | 12/01/2014 | 12/01/2020 |
| | HIST100 United States History to 1877 | Historical | | |
| | HIST100H United States History to 1877 - Honors | Historical | | |
| | HIST101 United States History: 1865 to Present | Historical | | |
| | HIST101 United States History: 1865 to Present | Historical | | |
| | HIST101H United States History: 1865 to Present - Honors | Historical | | |
| | HIST107 The United States and the North American Indians | Historical | | |
| | HIST110 Introduction to Serrano Cultural Studies | Historical | | |
| | HIST110 History of the Serrano People | Historical | | |
| | HIST110 History of the Serrano People | 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 | | |
| | HIST137 Racial and Ethnic Groups in United States History | Historical | | |

| Social Sciences, Human Development & Physical Education | | | | |
|--|---|---------------|----------------------------|-------------------------|
| History | | | | |
| | Course | Status | Last Content Review | Next Review Date |
| | HIST107 The United States and the North American Indians | Active | 12/01/2014 | 12/01/2020 |
| | HIST137 Racial and Ethnic Groups in United States History | Active | 12/01/2014 | 12/01/2020 |
| | HIST138 African-American History to 1877 | Active | 12/01/2014 | 12/01/2020 |
| | HIST139 African-American History 1877 to Present | Active | 12/01/2014 | 12/01/2020 |
| | HIST140 Chicano History | Active | 12/01/2014 | 12/01/2020 |
| | HIST145 History of California | Active | 12/03/2012 | 12/03/2018 |
| | HIST150 Introduction to Latin American History | Active | 12/03/2012 | 12/03/2018 |
| | HIST170 World History to 1500 | Active | 12/01/2014 | 12/01/2020 |
| | HIST171 World History Since 1500 | Active | 12/01/2014 | 12/01/2020 |
| | HIST100 United States History to 1877 | Historical | | |
| | HIST100H United States History to 1877 - Honors | Historical | | |
| | HIST101 United States History: 1865 to Present | Historical | | |
| | HIST101 United States History: 1865 to Present | Historical | | |
| | HIST101H United States History: 1865 to Present - Honors | Historical | | |
| | HIST107 The United States and the North American Indians | Historical | | |
| | HIST110 Introduction to Serrano Cultural Studies | Historical | | |
| | HIST110 History of the Serrano People | Historical | | |
| | HIST110 History of the Serrano People | 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 | | |
| | HIST137 Racial and Ethnic Groups in United States History | Historical | | |

Content Review

| | | | | |
|--|---|------------|--|--|
| | HIST138 African-American History to 1877 | Historical | | |
| | HIST139 African-American History 1877 to Present | Historical | | |
| | HIST140 Chicano History | Historical | | |
| | HIST145 History of California | Historical | | |
| | HIST145 History of California | Historical | | |
| | HIST150 Introduction to Latin American History | 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 | | |
| | HIST170 World History to 1500 | Historical | | |
| | HIST171 World History Since 1500 | 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 Independent Study in History | Historical | | |
| | HIST222 Independent Study in History | Historical | | |
| | HIST222 Special Problems in Units: | Historical | | |
| | HIST223 Special Problems in History II | Historical | | |

Articulation and Transfer

| List Courses above 100 where articulation or transfer is not occurring | With CSU | With UC |
|---|----------|---------|
| N/A | | |
| | | |
| | | |
| | | |

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

N/A

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 the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

Information in the catalog is current. All courses are accurate and up to date. Our recent deleted courses (History 110 and History 222) are not in the catalog.

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 <u>identifies and describes</u> 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?

According to the US Department of Labor, historians are in demand, with an increase of 4.4% from 2014. Historians have a mean wage of \$61,120 nationally, and a mean wage of \$75,530 in California. Historians are employed by local, state, and national governments, non-profit organizations, consulting firms, social services, museums, and colleges/universities nationwide.

One trend that specifically impacted our program was the need for teachers in California, and the development of a California History course. Originally, California State Universities designated this course a 300 (upper division) level, so we could not offer the class. When they dropped the course down to a lower division course, we developed the class, put it through the curriculum process, and waited for CSU/UC articulation before we offered the class. We now offer two to three sections per semester. This course meets the needs of future teachers in California, because this is a required course for teaching certificates.

We are continuing to develop more courses for our department to support our AA-T major. We are in the process of developing two more honors courses: History 170H and History 171H; Women in US History, and a History of Asian Americans course. We hope to inspire more students to become history majors and pursue the jobs that are available in California and nationwide.

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?

We are a strong department in the number (and growing number) of sections we offer, the FTES we generate, and the WSCH/FTEF ratio. In 2014-2015, we earned 333.14 FTES, with 17.40 FTEF, and a WSCH per FTEF of 574. We will continue to grow as we offer our new AA-T major, and in our development of new curriculum. We make decisions as a department that are based on data. Our decision to offer our online sections in short term (14 and 8 week) formats came from the data and feedback of our full time and adjunct faculty. Our high enrollment

in History 137, History 138, and History 145 dictated that we grew from offering one section to multiple sections. The success we see in our SLOs for our online sections also verified that our students were meeting our standards and expectations (83.3%) at a higher rate than our in classroom meetings (82%). Whether this is due to our short term format or for another reason is something for us to investigate further. We have added Departmental Advisories and Pre-requisites in the hopes of increasing success rates (currently 65%); and maybe even increase our already high retention rates of 88%. The success we have worked hard to achieve has been data driven and will continue to be data driven when we begin to offer our AA-T History major. We are excited about offering more specialty courses in the curriculum we are creating: History 170H, History 171H, Women in US History, and History of Asian Americans. We look forward to researching the possibility of developing an Ethnic Studies program.

We have continued to be leaders in the San Bernardino community, providing events such as September 16th Independence Day Celebration, Indigenous Peoples Day Celebration, Chicano Speakers Series, Cesar Chavez Memorial Dinner, and supporting the outreach and food drives for Pastor Mack's Homeless Shelter.

We will continue to inspire our history students by supporting the growing Tumaini program, which supports our African American student population. We support a Tumaini Learning Community which links a Student Development course with History 138/History 139 each semester. Additionally, Tumaini provides supplemental instruction for their student population. In March 2016, our Tumaini students and faculty went on a "road trip" to visit several Historical Black Colleges and Universities (nationwide) to encourage transfer to these great institutions. All 19 students who participated applied for the common HBCU application, which makes them eligible to be accepted at any HBCU nationwide. These experiences create a foundation of success for a population that is under-represented at schools throughout the country.

Without the outstanding efforts of full time and adjunct faculty, there would be no growth in this department. We have faculty who work as club advisors, and campus-event organizers and presenters. We have faculty who present at internationally acclaimed conferences, and have published dozens of scholarly articles in the past year. These are the foundations for our success as a department, and I am honored (as the faculty chairperson) to work with such dedicated faculty.

Challenges

Referencing the narratives in the EMP Summary and/or your data, 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?

We are always setting goals. We want to develop our History Blackboard site to encourage interaction between adjunct and full time faculty. We would like to create an ongoing dialogue regarding curriculum, assignments, and SLO assessments. It is important to establish this site as a support system for our faculty, and a place of guidance and encouragement for our newest adjunct faculty hires. We need to continue to hire new faculty, as we are "maxed out" on how many sections each faculty member can teach. Additionally, we will increase the number of sections that report the SLO data on Cloud.

This issue brings us to our most important goal, which is to hire another full time faculty member. In our current 2015-2016 year, 71% of our sections are taught by adjunct faculty. That is unacceptable. We will continue to grow and to plan, but these efforts are precariously placed if we do not have the full time faculty to support these goals.

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

| Strategic Initiative | Institutional Expectations | |
|--|---|--|
| | Does Not Meet | Meets |
| Part V: Technology, Partnerships & Campus Climate | | |
| | <p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p> | <p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> |

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

We have increased our online section offerings to close to 40% of our currently offered sections. Our updated curriculum expands the number of courses that can be taught online. We will continue to use data to base our decisions of increasing online/hybrid sections.

We offer programs and events for the entire campus. Our department faculty are club advisors for MEChA, the History Club, and the Student California Teacher’s Association (SCTA). They organize presentations and rallies, such as Annual Cesar Chavez Memorial Dinner, Indigenous Peoples Day, Honors History Mini-Conference, Dia de los Muertos Day, and Police Brutality Awareness Day.

We support a Tumaini Learning Community which links a Student Development course with History 138/History 139 each semester. Additionally, Tumaini provides supplemental instruction for their student population. In March 2016, our Tumaini students and faculty went on a “road trip” to visit several Historical Black Colleges and Universities (nationwide) to encourage transfer to these great institutions.

We worked with the Rialto Unified School District in restructuring and developing their history program covering the Holocaust. Their district had become mired in controversy when teachers were instructing

their students that the Holocaust had not occurred. Our faculty member led instructive seminars that were required for teachers, and helped their faculty to develop appropriate curriculum. The Holocaust program developed for Rialto was reported by the press, nationwide.

We will continue to add more programs and events for the entire campus. With the development of our Women in US history and Asian American history, we will begin to offer events to support these courses. Our faculty will continue to sponsor and support student clubs and organizations.

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet." Address each area, by describing below how your program has remedied these deficiencies, and, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

Program Review 2012 team efficacy report does not identify any department deficiencies.