



Comprehensive Program Review and Analysis (6 year review)

Social Sciences

History

Spring 2013

Alison Field and Michael Stanford

In consultation with the Social Scientists: Jessica Kaven, Bob Lee, Paul Roscelli, Sondra Saterfield, Frank Young and Lezlee Ware and Part Time faculty in the History Department: Scott Haine, Mike Noonan and Anthony Swanson.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

The Comprehensive Program Review and Analysis builds upon five years of program annual planning, providing a framework for faculty to use to review program information and to articulate direction for the future. The purposes of the Comprehensive Program Review and Analysis is well described by past Academic Senate presidents Jim Locke and Bill Scroggins (Academic Senate for California Community Colleges):

The principal purposes of the review process are to recognize and acknowledge good performance, to enhance satisfactory performance and help programs which are performing satisfactorily further their own growth, and to identify weak performance and assist programs in achieving needed improvement, ...

The program review process shall promote professionalism, enhance performance, and be effective in yielding a genuinely useful and substantive process for determining program effectiveness, the program review process shall provide 1) an articulation of clear, relevant criteria upon which reviews will be based; 2) the establishment of reasonable and timely intervals; 3) the establishment of the specific purposes for which program reviews are conducted and articulation of those purposes to everyone involved,...

This document is to collect information to be used by the college planning bodies IPC, SSPC, Budget, and CPC and may be used for Program Improvement and Viability (PIV). Through this process, faculty have the opportunity to review the mission and vision of their program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, instructional equipment, and facilities needs. *Faculty should use their judgment in selecting the appropriate level of detail when completing this document.*

The deadline for submission of the Comprehensive Program Review and Analysis is due to the Dean/VPI (Learning Center, Library, University Center) by the end of March. Complete this document in consultation with your Dean/VPI. Documents will be reviewed by the Dean/VPI and uploaded to the Curriculum Committee and the IPC SharePoint sites. The College will hear faculty reports on their Comprehensive Program Review and Analysis during the Spring semester in a Curriculum Committee meeting.

Cañada College Mission Statement

It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

Vision

Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

Note: To complete this form, **SAVE** it on your computer, then send to your Division Dean/VPI as an **ATTACHMENT on an e-mail message.**

Program Title History **Date Submitted** Feb 14, 2013

1. Planning Group Participants (include PT& FT faculty, staff, students, stakeholders)

List of names and positions: Alison Field (FT) and Michael Stanford (FT) in consultation with Social Sciences faculty and PT History faculty (Scott Haine, Mike Noonan and Anthony Swanson).

2. Contact Person (include e-mail and telephone): Alison Field, fielda@smccd.edu, 306-3471

3. Program Information

A. Program Personnel

Identify all personnel (faculty, classified, volunteers, and student workers) in the program:

FT Faculty Alison Field, Michael Stanford ; **PT Faculty** Chuck Carlson, Justin Coburn, Scott Haine, Mike Noonan, Anthony Swanson, Frank Young (FT in Philosophy); **FTE FT Classified** [Click here and type]

PT Classified (hrs/wk) [Click here and type] **Volunteers** [Click here and type] **Student Workers** [Click here and type]

B. Program mission and vision

Include the purpose of the program, the ideals the program strives to attain, and whom the program serves. The program mission and vision must align with the college's mission and goals. (200 word limit)

Our history program at Cañada College is designed to offer history majors and those interested in history not only basic transfer courses, but also the opportunity to receive a broad background in both U.S. history and the history of different regions of the world. Further, our department places an emphasis on developing stimulating transfer level courses and maintaining high standards. To facilitate the success of all of our students we offer a support system that includes one-on-one peer and faculty tutoring, learning communities, study groups, book review groups, and exam preparation workshops.

C. Program Student Learning Outcomes

List Program Student Learning Outcomes (minimum of 3) and assessment tools for each.

Tool: <https://sanmateo.tracdat.com/tracdat/>

Reflections:

- Review 5-year data and identify changes that have occurred in your program as a result of annual SLO assessment cycle.



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- Explain how the assessment plan for Program Student Learning Outcomes measures quality and success of each Program.
- Summarize assessment results of Program Student Learning Outcomes.
- Describe and summarize other data that reveals Program performance.

Social Science Program Student Learning Outcomes:

1. Analyze social science concepts and theories.
2. Produce evidence-based arguments.
3. Evaluate diverse viewpoints related to the human experience.

Methods of Assessment: Currently, assessments for the program level learning objectives are embedded in the course level assessments and linked to the Program Level SLOs. Methods of assessment include:

- Questions embedded in a written exam.
- Take-home written essay.
- Written essay as part of an exam.

Reflections:

- Data for the SLO assessment cycle has only been collected consistently and entered into TracDat since Fall 2011 (thanks to improved capacity/FT hire), so the data available for review is limited.
- In the past 18 months, we have identified, revised and refined course level SLOs and vertically linked them with our Social Sciences Program Level SLOs. We have made much progress, but the process is ongoing.
- We have incorporated PT faculty into SLOACs. However, PT faculty need ongoing support and assistance in developing effective assessment tools and recording results and action plans.
- Regular, meaningful, discussions in monthly Social Sciences meetings began in Fall 2012 and the SS faculty are currently collaborating to develop cross-disciplinary SS program level assessment methods.
- In selected classes (104, 201, 245), we have focused on course level assessments for PLO #2 and have made improvements to instructional materials as a result. These efforts link directly to the larger cross-disciplinary Program level efforts to develop effective assessments for PLO#2.
- More course level SLOs linked to PLO #3 are needed. (So far only 104 & 246 link to this PLO.)
- In future program and comprehensive reviews, there will be significantly more data to work with and we will be able to build on the work to date.

Other measures of performance and progress:

- Hired FT faculty member (Fall 2011).
- All six of the CORs (HIST 201, 202, 104, 106, 100, 101) for the core courses were revised and approved to meet new articulation guidelines for transfer to the UCs.
- Received Trustees Grant to develop and offer a new Honors Learning Community with HIST 101 and ENG 110 (Fall 2012).
- Began offering online courses in 2010/2011 (HIST 201, 202, 104, 106).



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- Offered Basic Skills Learning Community (beginning Fall 2007) with HIST 245/ ENG & READ 836 / CRER 407. In Spring 2012, LC students visited the Special Collections archive at Stanford University to do “hands-on” history. (The first class ever to be allowed!) The LC was also the subject of a study led by UCSC researcher Dr. George Bunch into “promising and innovative” practices for minority language students.
- Alison Field presented at the Organization of American Historians’ Annual Meeting and at CIETL (with Kiran Malavade and Carla Stoner Brito) on the Basic Skills Learning Community.
- Offered new course (Fall 2009): HIST 455 (Middle East).
- Offered HIST 100, 104 and 201 as part of College for Working Adults beginning Fall 2011).
- All six CORs (HIST 201, 202, 104, 106, 100, 101) are currently being modified to incorporate C-ID descriptors in preparation for submitting the AA-T degree in History this year (2013).
- The History Dept. played a major role in putting on several campus-wide special events, including the Social Justice Series: International Women’s Day & the Undocumented Student Forum (Spring 2012) and the Social Sciences student scholarship fundraiser featuring Robert Reich (Fall 2012), establishing the scholarship fund and raising more than \$7,000.
- Michael Stanford (with Paul Roscelli, Economics) initiated a campus-wide conversation on academic standards. This is ongoing.
- Produced new History Program brochure (attached).
- Michael Stanford began working with Lezlee Ware, Political Science, to create a Social Sciences web portal. Ongoing.
- Michael Stanford and Elizabeth Terzakis, English, surveyed students regarding success and retention.

4. Curricular Offerings and Student Learning Outcomes and Assessment Cycle

Tools: TracDAT <https://sanmateo.tracdat.com/tracdat/> CurricUNET <http://www.curricunet.com/smcccd>

All curriculum and SLOAC updates must be completed when planning documents are due.

A. Attach the following TracDat and CurricUNET data in the appendix:

- List courses, SLOs, assessment plans, and results and action plans (attach report from TracDat for the CURRENT year only. The others will be in your previous annual plans).
- List courses with CORs over 6 years old (data from CurricUNET)

Course	SLOs	Assessment Tools
HIST 100	<ol style="list-style-type: none"> 1. Identify and analyze the major political, economic, social and cultural developments in early Western Civilization. 2. Distinguish between and use primary and secondary sources in the history of Western Civilization. 3. Identify the contributions of ancient Greece to Western Civilization and assess their significance in western society. 	<ul style="list-style-type: none"> • Questions embedded in quizzes and exam. • Direct observation of students’ application of primary and secondary sources in historical practice. • Multiple choice exam questions.

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HIST 101	<ol style="list-style-type: none"> 1. Analyze the importance of the French Revolution on the trajectory of French and European history. 2. Improve understanding of reading strategies and how to read a textbook strategically. 3. Distinguish between and use primary and secondary sources in the history of Western Civilization. 	<ul style="list-style-type: none"> • Multiple choice exam questions. • Reading quizzes monitored throughout the semester. • Direct observation of students' application of primary and secondary sources.
HIST 104	<ol style="list-style-type: none"> 1. Distinguish between, analyze and use both primary and secondary historical sources in world history to 1500. 2. Trace and measure the growth of complex societies from prehistory to 1550 across the world. 3. Compare and contrast the growth of political, economic, religious and cultural institutions among human societies. 4. Develop an informed point of view and reason-based argument that is well supported by historical evidence and examples. 	<ul style="list-style-type: none"> • Written homework assignment. • Written essay as part of an exam. • Take-home essay.
HIST 106	<ol style="list-style-type: none"> 1. Distinguish between, analyze and use both primary and secondary historical sources in world history after 1500. 2. Analyze the evolution of the world's major empires during the early modern era. 3. Explain the rise of the West within the larger context of global development. 	<ul style="list-style-type: none"> • Questions embedded in exam. • Reading Response worksheet. • Written essay as part of an exam.
HIST 201	<ol style="list-style-type: none"> 1. Distinguish between, analyze and use both primary and secondary historical sources in U.S. history before 1877. 2. Identify the causes of the American Revolution and assess their impact on the creation of the United States. 3. Develop an informed point of view and reason-based argument that is well supported by historical evidence and examples. 	<ul style="list-style-type: none"> • Independent research essay / poster with annotated bibliography. • Multiple choice exam questions. • Take-home essay. • Written essay as part of an exam.
HIST 202	<ol style="list-style-type: none"> 1. Identify and analyze the major effects of the industrial revolution and the transformation of the West (1870-1900). 2. Identify the causes of the Industrial Revolution and assess the impact of the industrial Revolution on American society. 3. Trace and measure the growth of technology and its multifaceted impacts on American society. 	<ul style="list-style-type: none"> • Written essay as part of an exam. • Multiple Choice questions as part of an exam. • Short answer questions as part of a quiz. • Written essay as part of an exam.



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<p>HIST 242 (This course running Spring 2013, but has not been offered for >2 years)</p>	<ol style="list-style-type: none"> 1. Identify and analyze the major political, economic, social and cultural developments occurring in African American history from the colonial era to the present day in U.S. History. 2. Distinguish between and use primary and secondary sources in African American history. 	<ul style="list-style-type: none"> • Questions embedded in an exam. • Student presentation. • Independent Research.
<p>HIST 245</p>	<ol style="list-style-type: none"> 1. Distinguish between and use primary and secondary sources in the History of Race, Ethnicity & Immigration in the U.S. 2. Define and explain “race” and “ethnicity” as historical mutable concepts. 3. Develop and informed point of view and reason-based argument that is well-supported by historical evidence and examples. 	<ul style="list-style-type: none"> • In-class group work (Primary Source Analysis worksheet)). • Written essay as part of an exam. • Take-home essay.
<p>HIST 246</p>	<ol style="list-style-type: none"> 1. Compare and contrast the experiences of various Latino/a peoples and communities during the post-World War II era. 2. Explain the consequences of the U.S. Mexican War (1846-1848) for Latinos/as in U.S. 3. Distinguish between and use primary and secondary sources in Latino/a history. 	<ul style="list-style-type: none"> • Written essay as part of an exam. • Questions embedded in midterm exam. • In-class group work (Primary Source Analysis worksheet).
<p>HIST 247</p>	<ol style="list-style-type: none"> 1. Identify and explain the major political, economic, social and cultural developments in U.S. Women’s History. 2. Analyze the impacts of ‘gender’ (as a social construct) on the construction of social order/disorder in the British colonies in North America. 3. Distinguish between and use primary and secondary sources in U.S. Women’s History. 	<ul style="list-style-type: none"> • Questions embedded in an exam. • Reading Response homework. • Take-home essay. • Independent research project (annotated bibliography and poster).
<p>HIST 422</p>	<ol style="list-style-type: none"> 1. Analyze the most significant legacies of the colonial era for Modern Latin America. 2. Locate major political and geographical features of Latin America on a map. 3. Distinguish between and use primary and secondary sources in Latin American History. 4. Develop an informed point of view and reason-based argument that is well-supported by historical evidence and examples. 	<ul style="list-style-type: none"> • Written essay as part of an exam. • Mapping exercise as part of an exam. • Group work (Primary Source Analysis worksheet) • Take-home essay.

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<p>HIST 452 (This course has been offered only once in the past 2 years, Fall, 2012)</p>	<ol style="list-style-type: none"> 1. Distinguish between and use primary and secondary sources in the history of Far Eastern Civilizations. 2. Identify and explain the major political, economic, social and cultural developments in the history of the Far East. 	<ul style="list-style-type: none"> • Direct observation of students' application of primary and secondary sources in historical practice. • Questions embedded in an exam.
<p>HIST 455</p>	<ol style="list-style-type: none"> 1. Identify and explain the major political, economic, social and cultural developments in the history of the Middle East. 2. Distinguish between and use primary and secondary sources in the history of the Middle East. 	<ul style="list-style-type: none"> • Questions embedded in an exam. • Direct observation of students' application of primary and secondary sources in historical practice.

CORs over six years old: HIST 451 (Far East I) and HIST 452 (Far East II). Frank Young is currently working to update these (Spring 2013). A number of CORs will need to be updated in the next one to two years (see the Action Plan).

B. Identify Patterns of Curriculum Offerings

Reflections:

- Review the 2-year curriculum cycle of course offerings to ensure timely completion of certificates and degrees.
- Identify strengths of the curriculum.
- Identify issues and possible solutions.
- Discuss plans for future curricular development and/or program modification.

Year 1	Year 2
<p>Fall 2011 Semester: (7 courses; 14 sections):</p> <ul style="list-style-type: none"> • HIST 100 (Western Civ. I) • HIST 101 (Western Civ. II) • HIST 104 (World I) • HIST 104 (World I) Online • HIST 106 (World II) • HIST 201 (U.S. I) x2 • HIST 201(U.S. I) Online • HIST 201(U.S. I) [REDACTED] • HIST 202 (U.S. II) x 2 • HIST 202 (U.S. II) [REDACTED] • HIST 245 (Race, Ethnicity) • HIST 245 (Race, Ethn) [REDACTED] 	<p>Fall 2012 Semester (10 courses; 15 sections):</p> <ul style="list-style-type: none"> • HIST 100 (Western Civ. I) • HIST 101 (Western Civ. II) Honors LC • HIST 104 (World I) Online • HIST 106 (World II) • HIST 201 (U.S. I) • HIST 201 (U.S. I) Online • HIST 201 (U.S. I) [REDACTED] • HIST 201 (U.S. I) [REDACTED] • HIST 202 (U.S. II) x 3 • HIST 245 (Race, Ethnicity) • HIST 246 (Latinos) • HIST 452 (Far East) • HIST 455 (Middle East)



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<p>Spring 2012 Semester (9 courses; 14 sections):</p> <ul style="list-style-type: none"> • HIST 100 (Western Civ I) • HIST 101 (Western Civ II) • HIST 104 (World I) • HIST 106 (World II) Online • HIST 201 (U.S. I) x2 • HIST 201 (U.S. I) [REDACTED] • HIST 202 (U.S. II) x2 • HIST 202 (U.S. II) Online • HIST 245 (Race, Ethnicity) [REDACTED] • HIST 245 (Race, Ethnicity) [REDACTED] • HIST 422 (Latin America) • HIST 455 (Middle East) 	<p>Spring 2013 Semester (11 courses; 15 sections): <i>(Plus 3 courses in Florence)</i></p> <ul style="list-style-type: none"> • HIST 100 (Western Civ. I) • HIST 104 (World I) • HIST 106 (World II) Online • HIST 201 (U.S. I) x2 • HIST 201 (U.S. I) [REDACTED] • HIST 202 (U.S. II) x2 • HIST 202 (U.S. II) Online • HIST 202 (U.S. II) [REDACTED] • HIST 242 (African American) • HIST 245 (Race, Ethnicity) • HIST 245 (de-linked from BS LC) • HIST 247 (Women) • HIST 455 (Middle East) • <i>HIST 100, 101 and 201 taught by Michael Stanford in Florence</i>
<p>Summer 2012 (2 courses; 2 sections):</p> <ul style="list-style-type: none"> • HIST 201 (U.S. I) • HIST 202 (U.S. II) 	<p>Summer 2013 (4 courses; 4 sections):</p> <ul style="list-style-type: none"> • HIST 104 (World I) [REDACTED] • HIST 201 (U.S. I) • HIST 202 (U.S. II) • HIST 202 (U.S. II) Online

Reflections on Patterns / Curriculum:

- All six of the core courses (HIST 100, 101, 104, 106, 201 and 202) required for the History Degree are offered each semester. Four of the six core courses (HIST 104, 106, 201 and 202) are offered online at least once per year. One online class has been added to the Summer Session (to begin Summer 2013). The U.S. History classes (our most popular) are also offered regularly in the Evenings. The overall number of sections offered has recovered from the budget / section cuts. In conclusion, students seeking to fulfill GE and/or history degree and transfer requirements with core history classes are able to choose from a variety of scheduling options well within a two-year cycle.
- The rotation / schedule for the history selective courses is not yet where we would like it to be. However, it has improved since 2011 thanks to the additional FT hire and small improvements to the overall budget situation. HIST 455 (Middle East) is currently being offered every semester. HIST 422 (Latin America), HIST 246 (Latinos) and HIST 247 (Women) are currently being offered in an alternating sequence, so once every three semesters. However, we would like to offer these courses once per year. Other selectives, including HIST 242 (African American), HIST 451 (Far East I) and HIST 452 (Far East II) have been offered sporadically. We have not yet been able to run HIST 243 (Africa), but we want to.
- The History Program is growing its distance education opportunities at an appropriate rate, adding one Summer offering this year.



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- The participation of Michael Stanford in the Study Abroad Program in Florence, Spring 2013 has provided additional special opportunities for our history students.
- In the next few years, we need to regularize the rotation / schedule for our selectives and offer HIST 243 (Africa). This will enable our students to obtain a degree / transfer in History that is exceptional for its global scope. This will help to establish Cañada College as a cutting-edge leader in community college history education. A new PT faculty hire would be needed.
- Once our core CORs are approved with C-ID Descriptors (SP 2013), we will be adding the AA-T Degree and adjusting core offerings as needed to ensure timely completion this degree (though few, if any, changes are anticipated as a result).
- We are planning on piloting a regular Honor's credit option (dual CRN) to at least two core courses per year (one per semester), beginning in Spring 2014. This will need to be evaluated after a trial period (one year/SP15?).
- Working collaboratively with the Social Sciences faculty, we are currently exploring the development of a "Social Sciences Jam." This, in conjunction with our new Social Sciences 'Hub' (currently being developed), web portal and our Scholarship program promises to greatly enrich the experiences and improve the success rates of students in our program. We are very excited about these innovative collaborative efforts.

5. Program Level Data

A. Data Packets and Analysis from the Office of Planning, Research & Student Success and any other relevant data

Tool:

http://www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html

Reflections:

- Review 5-year data to describe trends in student success, retention, demographics.
- Analyze trends and discuss plans to address significant findings.

Reflections on Enrollment: Table 1 (below) shows that the Student Headcount and average enrollment per section both increased by a little over 12% from 2007/8 to 2011/12, while the number of courses and sections offered declined by a little over 11% and 10% respectively. I don't know why the first table shows the average enrollment per section at least 10% lower than the college average, while the subsequent tables suggest that the same numbers are at least 10% over the college average. I believe that the growth in enrollment from 31.3 to 38.6 per Section (Headcount: 840 to 1032) reflects the dynamism and strength of the Program and that 38.6 average enrollment (cap: 45) is robust. The addition of the AA-T degree option in 2013/14 may even accelerate this growth. More course offerings and sections may be appropriate in the next few years; at the very least the addition of HIST 243 (Africa).

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HIST-4.pdf

Table 1. Enrollment Patterns & Course Offerings

Department	Metric	Academic Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
HIST	Student Headcount	840	883	1,015	937	1,032
	Total Course Enrollments	969	992	1,180	1,064	1,157
	# of Course Offerings	20	19	23	21	18
	# of Section Offerings	31	30	33	28	30
	Ave Enrollment per Section*	31.3	33.1	35.8	38.0	38.6

*Color Coding: Peach shaded cells contain values at least 10% lower than the college average; blue shaded cells at least 10% above the college average.

Data Definitions: Student Headcount is the count of individual students (no duplicates) enrolled in all courses within the Department.
 Total Course Enrollments is the sum of all course enrollments (filled seats) within the Department.
 # of Course Offerings is the number of courses offered within the department for that Academic Year.
 # of Section Offerings is the number of course sections offered within the department for that Academic Year.
 Ave Enrollment per Section is the average number of students per section (Average Class Size).

HIST-5.pdf

Table 1. Enrollment Patterns & Course Offerings

Department	Metric	Term				
		Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
HIST	Student Headcount	403	431	495	469	533
	Total Course Enrollments	415	445	513	488	542
	# of Course Offerings	8	8	10	10	7
	# of Section Offerings	13	14	15	13	14
	Ave Enrollment per Section*	31.9	31.8	34.2	37.5	38.7

*Color Coding: Peach shaded cells contain values at least 10% lower than the college average; blue shaded cells at least 10% above the college average.

Data Definitions: Student Headcount is the count of individual students (no duplicates) enrolled in all courses within the Department.
 Total Course Enrollments is the sum of all course enrollments (filled seats) within the Department.
 # of Course Offerings is the number of courses offered within the department for that term.
 # of Section Offerings is the number of course sections offered within the department for that term.
 Ave Enrollment per Section is the average number of students per section (Average Class Size).

HIST-6.pdf

Table 1. Enrollment Patterns & Course Offerings

Department	Metric	Term				
		Spring 2007	Spring 2008	Spring 2009	Spring 2010	Spring 2011
HIST	Student Headcount	424	450	446	534	477
	Total Course Enrollments	443	467	462	560	498
	# of Course Offerings	10	9	8	10	9
	# of Section Offerings	17	15	13	15	13
	Ave Enrollment per Section*	26.1	31.1	35.5	37.3	38.3

*Color Coding: Peach shaded cells contain values at least 10% lower than the college average; blue shaded cells at least 10% above the college average.

Data Definitions: Student Headcount is the count of individual students (no duplicates) enrolled in all courses within the Department.
 Total Course Enrollments is the sum of all course enrollments (filled seats) within the Department.
 # of Course Offerings is the number of courses offered within the department for that term.
 # of Section Offerings is the number of course sections offered within the department for that term.
 Ave Enrollment per Section is the average number of students per section (Average Class Size).

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Reflections on Efficiency: Table 2 (below) shows that the efficiency of the History Department has improved dramatically since 2007 and that the Load now exceeds the rates of the College overall by >11%, 449/531 (HIST/College) in 2007/08 versus 597/537 (HIST/College) in 2011/12. I anticipate that this level of efficiency should continue.

HIST-4.pdf

Table 2. Department Efficiency

Department	Metric	Academic Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
HIST	WSCH	3024	3130	3746	3292	3582
	FTEs	100.8	104.3	124.9	109.7	119.4
	FTE	6.2	6	6.4	5.6	6
	Load*	488	522	585	588	597

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Table 2. College Efficiency

College	Metric	Academic Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
	WSCH	133,229	142,760	154,621	147,108	139,201
	FTEs	4,441	4,759	5,154	4,904	4,640
	FTE	251.1	256.3	256.0	244.4	259.1
	Load	531	557	604	602	537

Reflections on Success and Retention: Table 3 (below) shows that success and retention rates have both improved from their lowest points (success from 59% to 64% and retention from 81% to 83%), though they were even higher in 2007/08. When compared to the College as a whole, our success rates are notably lower: 64% versus 70% (2011/12). I believe this reflects several factors. First, the level of work required for transfer-level social sciences courses -- since there are no prerequisites, we often see students enrolling, who lack the transfer level reading and/or writing skills needed to succeed. Second, researcher, Rebecca D. Cox has shown that history is second only to chemistry as a “gatekeeper” class (2011). This “fear factor” is likely to affect student performance in history classes, specifically. Yet, it is imperative that we continue to work on improving student success. Our Basic Skills Learning Community (Links HIST 245 with ENG & READ 836) has realized significant success in improving the success rates of basic skills students and should be continued, as should Alison Field’s work with the Basic Skills Committee. The workshops (how to read a text, etc.) developed by Michael Stanford and run by students, are also vitally important. In addition, the Social Sciences faculty are currently working to get the SS “Hub” open, and exploring the possibility of launching a SS “Jam”; both of these projects are meant to provide additional support for students. We are also exploring the advisability and feasibility of establishing prerequisites.

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HIST-4.pdf

Table 3. Student Performance Profile

Department	Metric	Academic Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
HIST	Success Rate*	70.0%	71.0%	61.0%	59.0%	64.0%
	Retention Rate*	86.0%	87.0%	82.0%	81.0%	83.0%
	Ave Units Attempted this Academic Year	10.2	10	10.2	10	10
	Ave Units Earned this Academic Year	7.27	7.01	6.83	6.71	7.08
	Ave Academic Year GPA	2.48	2.46	2.34	2.33	2.45
	Ave Cumulative GPA	2.68	2.66	2.6	2.58	2.68

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Table 3. Student Performance Profile

College	Metric	Academic Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
Cañada	Success Rate	72%	71%	70%	69%	70%
	Retention Rate	85%	86%	84%	84%	84%
	Pct A Grades Awarded	5.93	5.86	6.01	6.05	6.33
	Pct A or B Grades Awarded	4.39	4.31	4.4	4.41	4.52
	Pct Withdraws	2.44	2.22	2.09	2.16	2.17
	Retained Pass Rate*	2.75	2.72	2.57	2.6	2.59

Reflections on Enrollment Status and Student Goal Orientation: Tables 4 and 5 (not pictured; see data packet for details) hold no surprises and reflect the nature of history as a transfer-level social science discipline. The vast majority of our students are continuing students (73%) seeking to transfer (with or without a degree) (71%).

Reflections on Demographics: Tables 6-8 (not pictured; see data packet for details) show a few trends worth commenting on. First, I think it is interesting that while the number of non-Hispanic white students enrolled in history has stayed fairly constant (359 in 2008/09 and 351 in 2011/12), the number of non-white students has increased steadily (from 524 in 2008/09 to 681 in 2011/12). I believe this is a positive development. (College-wide, the number of white students has increased 3%; the number of non-white students has increased by only .01% Our non-white student population has increased by 30% in comparison!) In the future, I think it would be good to look at a breakdown of student success rates by ethnicity, in order to better evaluate our effectiveness in meeting the needs of this growing population of non-white students. The other trend that is interesting is that of a marked gender disparity: men are disproportionately represented in history classes. In the college overall, women make up 62% of the population, however, women make-up only 55% of the history student population. It might be interesting to interrogate these numbers as well, in order to understand why, and what, if anything, might be done to boost female enrollment.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

B. Future Program Expectations

Tools: San Mateo County's Largest Employers

<http://www.labormarketinfo.edd.ca.gov/majorer/countymajorer.asp?CountyCode=000081>

Staffing Patterns in Local Industries & Occupations

<http://www.labormarketinfo.edd.ca.gov/iomatrix/staffing-patterns1.asp>

Reflection: Describe how changes in business, community and employment needs, new technology, and new transfer requirements could affect the Program.

Reflections on Employment and Patterns in Industries and Occupations:

The History Department is well positioned to meet the needs of a globalized world, and our continued efforts to provide programming that is global in scope is crucial and also laudable. [Few colleges our size offer the range of history courses we do, assuming we are able to run HIST 423 (Africa) and implement predictable and timely rotation of our selectives.] In collaboration with Social Sciences and English and Reading Faculty, we have provided innovative interdisciplinary Learning Communities that promote critical thinking and deep learning both at the Basic Skills and Honors levels. We are also currently working to build capacity and opportunities within the interdisciplinary Latin American Studies Degree and Certificate Program and History classes are part of that core. Once this program has gained momentum and stabilized, the intent is to proceed to build a Global Studies Degree and Certificate Program, which would also be 'anchored' in large part, by history classes (104, 106, 243, 422, 455). These programs, along with the new collaborative efforts of the Social Sciences are well designed to meet the forward-looking vision and goals set by the College and AAC&U for the future of education. Other possible considerations: once our current selectives are stabilized, we may want to consider how we might incorporate more science, health and environmental history into the current curricular offerings, since those are all growth industries of interest to many of our students. This might either involve new professional development opportunities to train existing faculty and augment existing classes, or considering new course offerings.

Reflection on new transfer requirements:

Course outlines are currently being revised to incorporate C-ID descriptors in preparation for launching the AA-T degree in history this year. The UCs made significant changes to the articulation requirements, requiring much more detailed CORs, and emphasizing the importance of developing critical or historical thinking skills. I think these changes in the transfer requirements are positive, a move away from history as memorization. These are the only major changes anticipated in the near future.

6. Action Plan

Provide your action plan based on the analysis and reflections provided in the previous sections.

Actions:

- Identify next steps to be taken and timelines.
- Identify questions that will serve as a focus of inquiry for the next year.
 - Determine the assessments; set the timeline for tabulating the data and analyzing results.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

– Describe what you expect to learn from the assessment efforts.

Action Plan:

SLOs

- Continue to work with PT faculty to further refine and facilitate the SLOACs (ongoing).
- Continue to collaborate with SS faculty to further develop, and implement, meaningful and effective Program Level assessment cycles (ongoing).
- Assess more course-level SLOs linked with PLO #3 (Spring & Fall 2013).

Curriculum

- Finish COR modifications (100, 101, 104, 106, 201, 202) to meet C-ID requirements (Spring 2013).
- Submit AA-T Degree in History (2013) and make adjustments to rotation if needed.
- Offer pilot Honors credit option with dual CRN for one core course (Spring 2014).
- Finish updating CORs >6 years old (451, 452) (Spring 2013). Other CORs will need to be updated as follows: 245, 246, 242, 455 (Fall 2013) and 247 (Spring 2014).
- Modify CORs for selectives (243, 422) in order to meet new requirements for transfer to the UCs. (Spring 2013).
- Regularize selective offerings (ASAP – this is dependent on larger budget & scheduling issues).
- Offer HIST 243 (Africa) (ASAP – this is dependent on larger budget & scheduling & new hire).

Success & Retention (all ongoing):

- Continue to offer the Basic Skills Learning Community.
- Continue to offer supplementary workshops (how to read text, etc.)
- Continue collaborative efforts: Social Sciences Hub, web portal, scholarship and SS “Jam.”
- Continue to collaborate to offer special events, guest speakers and out-of-class interdisciplinary learning experiences and special opportunities (i.e. Robert Reich, Stanford archives, Study Abroad, Humanities West field trips, etc.)
- Continue conversations about standards and prerequisites.

Data / Demographics:

- Request breakdown of student success and retention rates by ethnicity in order to better evaluate equity (1 to 2 years). Take further steps if needed.
- Possibly develop a survey to interrogate gender disparity (1 to 2 years). Take further steps if desired.
- Follow-up on data collected in the 2012 Success and Retention survey (Fall 2013).

Industries / Occupations:

- Stabilize our global course offerings/selectives (ASAP) and update History Brochure (Fall 2013).
- Consider the possibility of future professional development opportunities to incorporate more science, health and sustainability content into curriculum (3-4 years).

Transfer:

- Get the AA-T Degree option online (2013).

Other:

- The History Dept. may want to consider what role/s it might take-on as part of a campus-wide recognition of Cañada’s 50th Anniversary in 2018.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

7. Resource Identification

A. Faculty and Staff hiring requests

Actions:

- Explain how hiring requests will serve the Program/Division/College needs
- Use supporting data.

Within the next 1-3 years, the History Department will need to hire a PT faculty to teach HIST 423 (Africa). Other than that, the most pressing needs have to do with supporting the efforts of the Social Sciences faculty to collaboratively develop and maintain program level objectives and assessments, the creation and maintenance of a “hub” as well as exploration and experimental implementation of a Social Sciences “Jam.” The History Dept. supports the allocation of release time for Social Sciences Program leads as vital to these collaborative efforts.

B. Professional Development needs

Actions:

- List the professional development activities the faculty and staff participated in this year.
- Explain how professional development activities in the past six years have improved student learning outcomes.
- Describe professional development plans for next year.

Professional Development in the past year:

- Alison Field completed STOT 1 training.
- Alison attended the ORIAS Institute and joined the World History Working Group (to strengthen articulation between the community colleges and UCs)
- Alison attended the Educators For Fair Consideration (E4FC) Conference.
- Michael Stanford attended the 11th Annual International Humanities and Social Sciences Conference.
- Michael Stanford and Alison Field attended Humanities West.
- Scott Haine traveled to Europe to write and research.
- Scott Haine edited the Social History of Alcohol and Drugs Journal and organized the Alcohol and Drugs History Society Panel at the American Historical Association’s Annual meeting.
- Anthony Swanson participated in a hands-on workshop on the American Constitution and developing Student Learning Outcomes.

How have Prof. Dvpt. Activities improved SLOs?

- STOT 1 was particularly useful for figuring out online delivery of effective learning in all areas.
- The ORIAS Institute emphasized critical/historical thinking skills that are essential.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

- Participation in the E4FC Conference led directly to collaborative interdisciplinary out-of-class workshops and a special event, which will be offered to students this April (2013).
- Participation in conferences and meetings, attendance at lectures and events in History and the Humanities, and travel and research abroad during the past six years have helped us to stay current, excited and motivated.

Professional Development in the next year:

- Alison Field will attend the upcoming Organization of American Historians Annual meeting.
- Other activities are yet to be determined.

C. Instructional Equipment requests

Actions:

- List instructional equipment requests (include item description, suggested vendor, number of items, and total cost).
- Explain how it will serve the Program/Division/College needs.

The History Department supports the collaborative efforts of the Social Sciences faculty to outfit the new Hub. We feel strongly that this effort will provide a uniquely supportive, dynamic and inspirational space for our students to thrive in. No other requests at this time.

D. Facilities requests

Actions:

- List facilities requests (include custodial, repairs, maintenance, new building/lab/classroom, utility needs)
- Explain how the requests will serve the Program/Division/College needs.

The History Department supports the ongoing collaborative efforts of the Social Sciences faculty to develop the SS "Hub." We feel strongly that this effort will provide a uniquely supportive, dynamic and inspirational space for our students to thrive in.

Exhibit installation: The History Department is working collaboratively with the Cañada library and the San Mateo County Genealogical Society to publicly display the Land Grants Map (currently stored in the library's back room).

Estimated costs (from K. Lenihan, contractor and M. Field, exhibit designer, SDNHM): 1 hour to 4 hours labor. Materials: \$0.00 – \$80.00. Optional interpretive panel: additional 1 hour labor + \$50 (Ikea)-\$250/\$300 (museum quality) for materials. The exhibit will benefit the Program, Division, College and Community in a number of ways, including:

- Students in history classes will be able to use the map as a primary source for historical research and study.
- Students, faculty, staff and community member will be able to access this unique resource to learn more about the historical ecology and history of the Peninsula.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

- This public exhibit brings history outside of the classroom.
- The map is also a resource for students in geography, anthropology and other disciplines.
- The exhibit *could* become part of a larger sustainability project, in which the historical ecology of the campus and community become an integral part of the campus experience.
- The exhibit *could* become part of a larger celebration of Cañada's Fiftieth Anniversary (2018) and an opportunity to display and celebrate local history.
- This project brings the History Department, Library and San Mateo Community Genealogical Society into a unique collaborative partnership that benefits all parties.

E. Office of Planning, Research & Student Success requests

Actions:

- List data requests for the Office of Planning, Research & Student Success.
 - Explain how the requests will serve the Program/Division/College needs.
- Breakdown of student success and retention rates by ethnicity. This will serve the students by giving us the tools we need to assess how well we are serving them so that we can identify and work to resolve any equity issues.
 - Possible assistance to develop a survey to evaluate the causes of gender disparity. The goal would be to understand why fewer women than men enroll in history and develop remedies if feasible.
 - Other possible requests: support for analyzing the 2012 Success and Retention Survey; support for ongoing analysis of the effectiveness of the Basic Skills Learning Community; information about students majoring / graduating in History, in order to better evaluate PLOs; Support for the ongoing conversations about standards and prerequisites.



**COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS
EXECUTIVE SUMMARY
TO BE SUBMITTED TO THE SMCCCD BOARD OF TRUSTEES
(2 page maximum)**

Program Title: History

Program Vision and Mission (refer to #3B)

Our history program at Cañada College is designed to offer history majors and those interested in history not only basic transfer courses, but also the opportunity to receive a broad background in both U.S. history and the history of different regions of the world. Further, our department places an emphasis on developing stimulating transfer level courses and maintaining high standards. To facilitate the success of all of our students we offer a support system that includes one-on-one peer and faculty tutoring, learning communities, study groups, book review groups, and exam preparation workshops.

Program Strengths

- 2011 hiring of a second FT faculty member significantly increased our capacity as a department and relieved undue strains on the department chair / only FT faculty member.
- Rotation of core history courses is now solid & recovered from budget / section cuts with good choices (day, evening, online, CWA, LCs) for students.
- Improved curriculum / core CORs in-line with new UC transfer requirements.
- Global scope of our course offerings.
- Innovative learning opportunities: Honors level and Basic Skills Learning Communities.
- New collaboration efforts with Social Sciences faculty (Hub, PLOs, web portal, scholarship)
- Robust enrollment and improved success and retention rates.
- Contributions to campus (Social Justice events, Robert Reich, Conversation on standards).

Program Challenges

- Developing and maintaining a regularized schedule for all of our selectives; making room to offer HIST 243 (Africa).
- Unless and until we pay PT faculty to participate in all aspects of the SLOACs, it may continue to be challenging to guarantee timely and consistent assessment and reporting for all courses throughout the History Department. Ongoing support needed.
- While success rates for history classes are not unexpectedly low (see “Reflections on Success and Retention,” pg. 12), we want to continue to work to improve them.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

Action Plan Summary (refer to #6)

- Work on SLOACs is ongoing.
- Lots of curriculum work is required (Fall 2012 – Fall 2013) to meet new transfer and articulation needs in addition to regular updating and piloting new Honors offerings.
- Work on our innovative Learning Communities, supplemental workshops, and out-of-classroom learning opportunities, is very important to us.
- Collaborating with Social Sciences faculty on the Hub, web portal, scholarship, jam and PLOACs is very important, especially for improving student success & retention rates.
- Working to regularize our selective course offerings will help guarantee our position us as a leader in history education, thanks to our global scope + small college support.
- What role might the History Dept. play in Cañada's Fiftieth Anniversary?



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS EVALUATION OF THE PROCESS

To improve the Comprehensive Program Review and Analysis process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of this process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Program Title: History

Estimate the total number of hours to complete your Program Review. 16+

1. Was the time frame for completion of the Comprehensive Program Review and Analysis adequate? If not, explain.

Yes, though the deadline coincided with several other significant deadlines, especially regarding curriculum.

2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.

Essentially, yes.

3. Were the questions relevant? If not, please explain and offer specific suggestions.

For the most part, yes, though some of the reporting with regards to the SLOACs seems repetitive with TracDat.

4. Did you find the Comprehensive Program Review and Analysis process to have value? If not, please explain and offer suggestions.

Yes, particularly since I am a new hire. It gave me an opportunity to think through all aspects of the program. It made me feel good about our accomplishments to date and gave me some ideas for how to improve a few things.

5. Was the data you received from administration complete and presented in a clear format? Would you like additional data?

Mixed. The tables and graphs and charts were very clear, but there seems to be at least one discrepancy.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

6. Please offer any comments that could improve and/or streamline Comprehensive Program Review and Analysis process.

It was very helpful to work with someone else and to have model reviews to use as a guide.



**COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS
CHECKLIST**

- All Annual Program Plans since the last Comprehensive Program Review process
- Completed Executive Summary page
- Completed Evaluation of the Process page
- Additional data

Program Title: History **Date Submitted:** Feb. 14, 2013 (to Social Sciences lead faculty)

Review Committee Chair [Click here and type]

Review Committee Members [Click here and type]



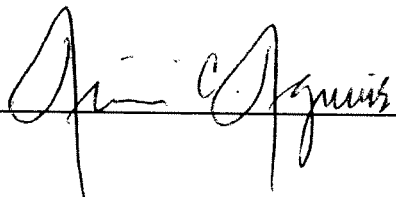
**COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS
INSTITUTIONAL RESPONSE SHEET**

Program Title: [Click here and type] *History*


Thank you for your time and effort in preparing this Comprehensive Program Review and Analysis. Your Executive Summary, with recommendations, will be forwarded to the College Planning Council.

1. Division Dean Signature:  **Date:** 4-10-13

Comments:

2. Curriculum Committee Chair:  **Date:** 4/26/13

Comments:

3. College Vice President:  **Date:** 4/26/13

Comments:



Comprehensive Program Review Feedback Form – Curriculum Committee

Program History **Division** Social Sciences

Curriculum Committee
Member(s) Reviewers Rafael Rivera **Date Reviewed** 5/14/13

The purpose of this form is to provide feedback to the Department/Program.

I. Program Learning Outcomes Assessment Cycle (PLOs)	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Reviewed 5-year data and identified changes that occurred in the program as a result of PLO assessment cycle.	Click here to enter text.	Data has been collected since 2011	Click here to enter text.	Click here to enter text.
2. Explained how the assessment plan for PLOs measured quality and success of each program.	Click here to enter text.	Assessment tools in place.	Click here to enter text.	Click here to enter text.
3. Summarized assessment results of PLOs.	No results reported.	Click here to enter text.	Click here to enter text.	Click here to enter text.
4. Described and summarized other data that reveals program performance.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Comments/Questions: #4. All CORs for the core courses were revised and approved to meet new articulation guidelines, multiple courses are now offered online, received Trustees Grant to develop new Honors Learning Community with HIST 101 and ENG 110, new course HIST 455 was offered in 2009 and campus-wide special events like the Social justice Series.				

II. Curriculum offerings and Student Learning Outcomes Assessment Cycle (SLOs)	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Provided TracDAT and CurricUNET data in the appendix.	Click here to enter text.	Yes, it was provided.	Click here to enter text.	Click here to enter text.



Comprehensive Program Review Feedback Form – Curriculum Committee

2. Identified patterns of curriculum offerings.	Click here to enter text.	Yes, they have identified them.	Click here to enter text.	Click here to enter text.
3. Reviewed the 2-year curriculum cycle of course offerings to ensure timely completion of certificates and degrees.	Click here to enter text.	Yes, the information was presented	Click here to enter text.	Click here to enter text.
4. Identified strengths of the curriculum.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Yes. All six core courses in HIST are offered each semester.
5. Identified issues and possible solutions.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Yes. Department is updating HIST 451 and 452
6. Identified plans for future curricular development and/or program modification.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Yes. HIST 243

Comments/Questions:
 I encourage you to continue the collaborative efforts with the Social Science faculty in developing the SSJam, SSHub, the scholarship program, etc. These programs will provide a great experience and motivation to students in the History program. How many distance education courses are you planning for the next few years?

III. Program Level Data	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Reviewed 5-year data to describe trends in student success, retention, demographics.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Yes
2. Analyzed trends and discussed plans to address significant findings.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Yes
3. Identified changes in business, community and employment needs, new technology, and new transfer requirements could affect the Program.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Yes

Comments/Questions:
 Exploring the idea of incorporating health, science and environmental history into the curriculum is a great idea. It will be very interesting for many students to have a historical perspective of these



Comprehensive Program Review Feedback Form – Curriculum Committee

industries.

IV. Action Plan	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Identified reflections on Department/Program needs and goals.	Click here to enter text.	Yes. The department has reflected on SLOs, curriculum, retention, and statistical data.	Click here to enter text.	Click here to enter text.
2. Identified an action plan as a focus of inquiry for the next year.	Click here to enter text.	Yes. Department will continue working on SLOs and PLOs.	Click here to enter text.	Click here to enter text.
Comments/Questions: Click here to enter text.				

Va. Faculty and Staff hiring needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Justification is consistent with accurate data and fits Department/Division/College needs.	Click here to enter text.	Yes. Part faculty is needed to teach HIST 423.	Click here to enter text.	Click here to enter text.
Comments/Questions: Do you need another faculty to help you develop online courses?				

Vb. Professional Development needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Identified professional development activities that faculty and staff participated in the past 6 years and	Click here to enter text.	Click here to enter text.	Yes	Click here to enter text.



Comprehensive Program Review Feedback Form – Curriculum Committee

2. Identified how professional development improved student learning outcomes (SLOs).	Click here to enter text.	Click here to enter text.	Yes	Click here to enter text.
3. Identified professional development plans for next years.	Click here to enter text.	Click here to enter text.	Yes	Click here to enter text.
4. Justification is consistent with Department/Program needs.	Click here to enter text.	Click here to enter text.	Yes	Click here to enter text.
Comments/Questions: Faculty has been participating in conferences, trainings, and workshops.				

Vc. Classroom and Instructional Equipment needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Completed source/cost information (item description, suggested vendor, number of items, total cost).	Click here to enter text.	No specific items are requested	Click here to enter text.	Click here to enter text.
2. Justification is consistent with Department/Division/College needs.	Click here to enter text.	Yes. They are in support of the Social Science faculty to outfit the new Hub.	Click here to enter text.	Click here to enter text.
Comments/Questions: Displaying the Land Grants Map will provide a unique location where students from different fields will be able to interact.				

Vd. Office of Planning, Research & Student Success data needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Justification is consistent with Department/Division/College needs.	Click here to enter text.	Yes	Click here to enter text.	Click here to enter text.
Comments/Questions: Who will analyze the statistical data? And who will develop the gender disparity survey? My suggestion is to identify someone to do this job and request release time.				

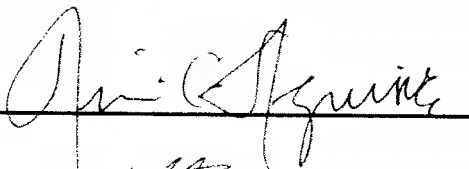
Ve. Facility needs	Incomplete	Complete	Complete	Complete
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Comprehensive Program Review Feedback Form – Curriculum Committee

	information	information, some analysis	information, analysis	information, analysis, plan
1. Justification is consistent with Department/Division/College needs.	Click here to enter text.	Click here to enter text.	Yes	Click here to enter text.
Comments/Questions: Click here to enter text.				

VI. Executive Summary	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Identified program vision and mission	Click here to enter text.	Click here to enter text.	Click here to enter text.	Yes
2. Identified program strengths.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Yes
3. Identified program challenges.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Yes
4. Identified action plan summary	Click here to enter text.	Click here to enter text.	Click here to enter text.	Yes
Comments/Questions: The department has identified its mission and vision and they have an action plan for the coming future.				

Other/General Comments:
The report reflects very clearly the role of the History Department in relation to the Social Sciences and the College as a whole.

Curriculum Committee Chair Signature  Date 5/17/13

VPI Signature  Date 5/20/13