Assessment Report

Yuba Community College District

YC - History Program Recommendations

Year of Review: 2013-2014

Type of Review: Self-Study (4-year review)

Executive Summary (Include a list of team members): Executive Summary

The History department has expanded its World Civilizations and Mexican American History offerings to meet student demands and keep pace with changes to the curriculum within the CSU and UC systems. Furthermore, there have been several catalog changes that strengthen this department, including adding History 6: Race and Ethnicity in America to the list of courses that satisfy the Yuba College multiculturalism requirement, adding History 6, History 5A: World Civilizations, and History 5B: World Civilizations to the AREA B. Social Science requirements section, and changing the course title for History 16A and 16B from Afro-American History to African American History to reflect contemporary phrasing.

Program SLOs will be developed in spring 2014 after extensive discussions with full-time and adjunct faculty at CLC and Yuba College.

Program Description : Program Description: The History program offers an array of courses intended to hone the student's analytical and critical thinking skills and broaden the student’s understanding of the varieties of human experience and the processes that have shaped the world that we all inhabit today. Furthermore, the History program includes courses that satisfy Yuba College and four-year university graduation requirements

HISTORY COURSES
HIST 4A: Western Civilization
HIST 4B: Western Civilization
HIST 5A: World Civilizations
HIST 5B: World Civilizations
HIST 6: Race and Ethnicity in America
HIST 7: Indians of North America
HIST 8: California History
HIST 14: Asian-American History
HIST 15: Mexican-American History
HIST 16A: African-American History
HIST 16B: African-American History
HIST 17A: United States History
HIST 17B: United States History

Of the 13 History courses listed in the college catalog, 10 have been offered within the past few years. The three courses that have not been offered recently are History 6, 7, and 8.

The core courses of the History Department, which are offered every semester, include HIST 5A, 5B, 15, 17A, and 17B while HIST 4A, 4B, 14, 16A, and 16B typically are offered every other semester. We offer courses at Marysville, Sutter, Clear Lake, Beale, and online.

For the 2011-2012 academic year, the Yuba College History Program provides 3.9 FTEF. With an FTES of 148.8, the History Program is very productive reaching over 572.31 WSCH/FTEF.

A1. Do students have access to curriculum-specific and/or program-specific support services? If so, describe this service(s). If not, explain why.

Students have access to the College Success Center where there are tutors available for several of our history courses.

A2. If services are available, how do they demonstrate an increase in student success?

According to statistics provided by the College Success Center, students who sign up for tutoring perform better than the average student who does not sign up for tutoring. Students who are tutored have very high pass rates.

B3. How is current and previous program review data used to refine and improve program or department practices?
The History Department looks at the courses that have high enrollments. Courses that are popular continue to be offered and, funding permitted, additional sections are offered.

Curriculum & SLO Assessment Summary :

Curriculum & SLO Assessment Summary

D6. What has your program or department done to improve completion of degrees, certificates, or transfers? What are your future plans?
We have established a Transfer Model Curriculum (TMC) and created PLOs and CSLOs. We have also offered additional sections of courses that are requirements for degrees and transfer.

D7. Do you have any courses, certificates, or degrees that should be in-activated or expanded? If yes, please identify and justify your recommendations with data.
No.

D8. Do all of your courses have current CORs? If not, what steps are you taking to ensure compliance?
Yes.

D9. If applicable, how are teaching methodologies in your program or department assessed?
There is frequent dialogue between full-time and part-time faculty about which teaching methods are most effective in helping students improve their analytical and critical thinking skills, grow their historical literacy, better understand the value of diversity and multiculturalism, and gain a global awareness. SLOs are used to assess whether established teaching methodologies are effective or can be altered to improve student success. Dialogue, data, and reflection make up the process of how we assess our teaching methodologies.

D10. If applicable, how are the results of the assessment used to support, improve, and/or expand your current teaching methodologies?

There is a constant search for the appropriate balance between discussion and lecture in a history class. After evaluating the data, instructors use the opportunity to reflect on whether some alterations are needed. Through conversations with other faculty, new teaching methodologies can be implemented.

D11. If your program or department uses a DE modality to support instruction, how are you evaluating the effectiveness of that instruction?
We look at retention rates and pass rates to determine whether or not students are succeeding on par with our face-to-face students. We also require students who take online classes to complete the same amount and type of work as is expected of the face-to-face students. There is still some work that needs to be done to improve the retention rate for our DE offerings. With that said, our DE retention rate is better than the YCCD average.

D12. If your department offers DE courses, what support services does it provide for DE students? What can be done to improve support services for these students?
There are support services at both Yuba College and Woodland Community College. Tutoring is available at Yuba College and both campuses offer writing assistance. However, there are not any support services available online other than emailing the professor and asking for additional assistance and guidance, which is encouraged. DSPS also provides support for DE students.

D13. How is your program or department applying sound principles of learning and teaching theory to its curriculum?
Our quizzes, exams, and papers assess students improved historical literacy and ability to think analytically and critical. Students must also synthesize information from primary documents, secondary sources, and lectures. A blend of multiple choice and essay questions are used and various methods of delivering information are used (i.e., lecture, discussion, readings).

D14. Which CSLOs (course student learning outcomes) and PLOs (Program learning outcomes) were assessed within the last year?
CSLOs for History 5A, 5B, 14, and 15 were assessed last year. No PLOs were assessed last year.

D15. For each of the above, how did the assessment data influence program, department and/or course improvement?
The data indicated a high rate of student success at fulfilling the expected tasks at the appropriate level. However, there are ongoing discussions among history instructors to improve student success.

Industry Trends and Program Data Analysis :

Industry Trends and Program Analysis
(For addition resources: http://yc.yccd.edu/about/research-planning-links.aspx)
C4. How do program or department goals align with the education, diversity, demographic, and workforce needs of local communities?
Diversity is an issue that the History Department takes seriously. We see diversity and multiculturalism as major assets to our community. Thus we offer several courses that address diversity issues, including Mexican-American History, African-American History, Asian-American History, Native American History, World History, and United States History.

C5. How is your program or department direction driven by empirical data?
We look at which courses are degree and transfer requirements and, relatedly, which courses have high enrollments. Those courses are offered and, funding permitted, additional sections are added. A few years back we noticed a trend in the UC and CSU systems

(and on a national level) that there was a move from a degree requirement to take a Western Civilizations course to requiring a World History course. Taking note of catalog changes at the four-year universities, we began to offer several more sections of World History.

Future Goals and Program Direction: Goal Type

Yuba College Goals

E16. How do program or department goals align with stated Yuba College goals?

Foster a culture of evidence informed decision making, including SLO development/assessment and other measures of student success.

The History Department has taken the establishment of PLOs and CSLOs seriously and has actively used data to determine where improvement is needed. This has sparked some dialogue amongst our faculty about what practices work best.

Prioritize and allocate resources based on existing and emerging community and student needs over those of individual projects or programs.

There are very few students at Yuba College who have chosen History as their major. Nearly all of our students are taking History courses to fulfill a requirement. We offer a variety of courses that fulfill various requirements, such as HIST 4A, 4B, 5A, 5B, 14, 15, 16A, 16B, 17A, and 17B.

Steward our institutional resources with increasing effectiveness and efficiency.

The History Department's average section caps are very high in comparison to other departments and nearly all of our sections fill up early in the enrollment period. Our WSCH/FTEF has consistently been around 600 over the last five years.

Research and utilize effective modes of delivery for our courses and services.

The History Department typically offers ten online sections per year (including summer). Various technologies are used for this purpose (LMS, PPT, YouTube, etc.). The Learning Management System allows for lectures, group discussions, and frequent assessments. Furthermore, our LMS has been used to enhance Face-to-Face offerings as well. In the classroom, many of our instructors use PowerPoint for lecturing and to spark discussion.

Design our programs in such a way as to allow students to complete their educational goals in a timely manner.

We look at which courses are degree and transfer requirements and, relatedly, which courses have high enrollments. Those courses are offered and, funding permitted, additional sections are added.

Evaluate our programs, services and processes to ensure continuous quality improvement.

Faculty are evaluated according to District guidelines. SLOs are used to assess student success and determine where changes should be made. History instructors have discussions regularly about what would likely improve our department and instruction.

Improve the quality of the student experience at all our campuses and centers.

We offer History courses at the Marysville Campus, Sutter, Clear Lake, and Beale. Instructors at all locations are regularly evaluated to ensure that department standards are met at all locations.

Exemplify educational excellence, fiscal responsibility, cultural awareness, and civic engagement for our communities and region.

All of our instructors are interested in history because they understand how important an understanding of the past is to effectively engaging in their community and region. And as members of a culturally diverse community, region, nation, and world, we understand how important it is to attempt to understand social, political, and economic issues from various perspectives. Furthermore, each of our instructors is expected to help grow students analytical and critical thinking skills to promote exemplary educational excellence through discussions and writing assignments that require students to evaluate information from various sources and come to conclusions based on that information.

YCCD Board of Trustees Vision
E17. How does the program support the YCCD District Vision Statement? Specifically, how does the program meets the needs of our students and communities?

Providing an innovative, world class learning Environment.

The History Department hires well-qualified instructors who are knowledgeable and passionate about their subject. Furthermore, the members of our department regularly participate in professional development activities, such as best practices for distance learning and keep up on recent scholarship, to name just a couple.

Building and maintaining an atmosphere of trust within the college district and with our communities.

The members of the History Department believe that trust comes through accountability. We expect excellence from out students but also from ourselves. Organization, follow-through, making ourselves available to students, and being reflective about what we are trying to accomplish are all behaviors that we try to consistently exhibit.

Developing and maintaining programs and facilities that best meet the needs of our students and communities.

We look at which courses are degree and transfer requirements and, relatedly, which courses have high enrollments. Those courses are offered and, funding permitted, additional sections are added.

Stewarding resources strategically to meet the diverse needs of our communities and region.

We offer a wide-range of courses, including HIST 4A, 4B, 5A, 5B, 14, 15, 16A, 16B, 17A, and 17B. Furthermore, The History Department’s average section caps are very high in comparison to other departments and nearly all of our sections fill up early in the enrollment period. Our WSCH/FTEF has consistently been around 600 over the last five years.

Providing educational, economic, cultural, and civic leadership for our communities and region.

Our instructors emphasizes the need for each member of a democratic society to be participatory in civic affairs. We also believe that history provides important educational lessons that are important in growing an educated population throughout our community and region that is necessary for a democratic society to be healthy and effective.

Equipment/Technology
Technology

F18. To what degree does your program or department have adequate and appropriate technology to support effective instruction (e.g., software, computers, and information technology)?
The technology at the Sutter Center is new and appropriate. Several of the classrooms on the Marysville campus have outdated computers.

Equipment

F19. To what degree does your program or department have adequate and appropriate equipment (other equipment, not computers or IT related).

The classrooms in the 500 building have outdated equipment, but with the 500 building closure this will no longer be an issue. The Projector in Room 716 is outdated.

Facilities
G20. To what degree does your program or department have adequate facilities to support effective instruction? Please explain.
The 500 building and 700 building are very outdated. The lighting, cleanliness, and acoustics are inadequate.

Faculty
H21. Does this program or department have adequate full-time faculty to support a high quality program? Please explain.

This is an interesting question. We believe we do have a high quality program but our sections fill up very early in the enrollment period and there are always numerous students who ask to be added. We could easily offer several more sections without reaching a saturation point. With that said, with two full-time faculty and numerous part-time instructors, we are able to offer a wide range of classes at the main campus and all three centers in addition to some DE offerings.

However, recently there has been an issue that may threaten our ability to retain some of our long-time and best adjuncts. The decision to no longer allow for Monday and Wednesday classes (only MWF) has put a burden on some of our part-time faculty. The additional day of commuting has increased their expenses and has led at lead one adjunct to cancel a class he teaches at another college. The issue for our department is that adjunct may stop finding Yuba College a viable place to work. It is our recommendation that Yuba College move to a MW, TTH, F schedule. We believe this would be more student friendly and assistant us in recruiting and maintaining high quality adjunct.

Staffing
I22. Does this program have adequate technical/clerical staff to support a high quality program?

Yes.

Faculty and Staff Support and Professional Development
J23. In the last year, what professional development or networking has faculty and/or staff participated in?

The History Department faculty sees professional development and networking as important. Here are examples of what the faculty has done over the last year:

• Professor Smith spent a year in the People's Republic of China as a Fulbright Scholar where he taught four United States history courses and gave numerous guest lectures at universities throughout the country. He also worked closely with Chinese faculty and administrators in an effort to understand how the educational system in China operates.
• Numerous presentations were attended, many of which were part of the popular Crossing Borders, Building Bridges series.
• Distance Education workshops were attended.
• Networked with faculty from the Sacramento State and Chico State history departments.

J24. How did these activities contribute to student success? (include supportive data)

We don't have any supportive data that can empirically show how these activities contributed to student success. However, these activities expanded the faculty's general knowledge base, global awareness, and understanding of educational systems other than our own.

J25. How does professional development in your program or department support basic skills students and foster inclusive classroom environments that value diversity?

Professor Smith's experience in China last year helped him hone several skills that are directly related to improving how basic skills students are supported and in fostering an inclusive classroom environment that values diversity:

1. Global Awareness
A stated Student Learning Outcome for the History Department is Global Awareness:

Global Awareness: articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.

Traveling to and living in countries around the world is the best way to gain a firsthand awareness of the numerous cultures and governmental systems around the globe. Residing in China for a year contributed significantly to this accumulation of knowledge that I can in turn impart to my students at Yuba College.

2. English as a Second Language Training
Teaching and living in China has undoubtedly helped me hone the ability to more effectively communicate with students who speak

English as a second language, a skill that is extraordinarily important for educators (such as me) who teach a diverse student body. Teaching a Chinese student body required me to be more precise and clear in the way that I deliver lectures, conduct discussions, and draft assignments, all of which will certainly help me to improve clarity in my Yuba College classrooms.

3. Enhanced Multicultural Understanding
Living in China unquestionably improved my ability to interact cross-culturally, also an important part of being an effective teacher in a culturally diverse region. There are many students who come through my Yuba College classrooms who are first-generation residents of the United States. Learning the cultural norms and cadence of a California classroom must come with a level of anxiety and even confusion. I can definitely understand that feeling after having lived in such a different culture for a year, an experience that will allow me to better relate to students from myriad backgrounds and enhance my cultural-sensitivity toward those students.

4. Accumulation of Additional Information
My teaching load at Northeast Normal University included teaching a new course and expanding upon courses I have taught at Yuba College. Furthermore, the semesters are 20 weeks long, requiring additional topics and extended lesson plans. Although I do my best to stay up on the latest scholarship in my discipline, these immediate adjustments required the reading of an abundance of primary and secondary sources in a relatively short period of time, a task that considerably improved the breadth and depth of my knowledge of American history. Furthermore, I learned a great deal about Chinese culture, politics, and economics that will be useful in teaching about the interconnections of Asia and the United States throughout time. For example, in my History 17B course I teach about the important role China played in World War II and during the Cold War, both events that are inextricably linked to United States history. As time goes by, China is expected to become an even more important nation in terms of influencing the trajectory of world history. The knowledge I have gained while residing in China will have an impact on the way I teach history today and twenty-five years down the road. Gaining a better understanding of China in its current state, I believe, will grant me a better understanding of the past when the present and the future inevitably become history. In other words, what I learn about China today will impact how I teach about Chinese history and its connection to United States history later in my career.

5. Pedagogical Comparison
I had numerous conversations with faculty and students about the pedagogical differences and similarities between the American and Chinese university systems. China is in the midst of reforming their educational style. Historically, the Chinese system has emphasized memorization at the expense of critical and analytical thinking and has recognized that such an approach helps to explain why China has not been a global leader in innovation. Conversely, the United States has put a premium on critical and analytical thinking and has been a global leader in innovation. As a result, China is altering their curriculum in a way that imitates the West. With that said, the respect Chinese students have for teachers and education in general is inspiration.

J26. What Staff Development activities would you suggest be offered in the next year that would enhance your program?

More Distance Education training, Crossing Borders, Building Bridges presentations, and Student Learning Outcomes training would be welcomed.

Future Goals and Program Direction
K27. Based on Program Review, what are your plans for future department/program improvements?

1. Effectively moving our online offerings from Blackboard to Canvas.
2. Supporting a move to a MW, TTH, F schedule in an effort to better serve our students and recruit and keep high quality adjunct instructors.
3. Continue to evaluate the effectiveness of our instruction by assessing the success of our students in fulfilling stated SLOs and

	making changes to instruction where needed.
Course Content and Statistical Analysis:	We do not have any active courses with ENG/READ/Math as a prerequisite/corequisite/advisory.
Are you ready to submit your final program review?:	Yes

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Course offerings -- Budget Impacted				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Website Development ongoing				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Sutter Center Class Offerings				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Offer more sections.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Add Western Civilization Sections				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Increase the number of history books in the library				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Increase the number of history and ethnic studies DVDs.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Improve Technology in Building 500				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Continue to revise course level SLO's.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Check the status of the history transfer degree.				