Assessment: Assessment Unit Planning

Program Review 2014-15

YC - History Program Review

Year Under Review : 2014-15
Type of Review:
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 7: Indians of North America
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
HIST 29: Women in American History

Of the 12 History courses listed in the college catalog, 10 have been offered within the past few years.

The core courses of the History Department, which are offered every semester, include HIST 5A, 5B, 17A, and 17B. HIST 15 is also offered in the spring and the fall while HIST 4A, 4B, 14, 16A, and 16B typically are offered every other semester. HIST 7 and HIST 29 are being brought into an every-other semester cycle as well. We offer courses at Marysville, Sutter, Clear Lake, Beale, and online. There are several summer offerings as well.

For the 2014-2015 academic year, the Yuba College History Program has 5.29 FTEF. With 176.44 FTES, the History Program is very productive with 33.33 FTES/FTEF and 996.23 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 on average than students who do 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. We also evaluate the success rates to indicate the efficacy of our teaching methods, means of assessment, and other concepts related to SLOs.
Executive Summary (Include a list of team members): Currently, I (Travis Smith) am the only full-time faculty member in the History Department and thus I am the only person contributing to this Program Review. My process in completing this Program Review is to evaluate the data--FTEF, FTES, WSCH, Success Rates, Staffing, etc.--and determine where the program is strong and where and how it could be strengthened.

01IP. Department Goals (Click '?' for Prompt): There are several ways in which the Yuba College History Program supports the District Vision Statement and assists in fulfilling both the District Short-Term Strategic Goals and Yuba College Goals.

In regards to the District Vision Statement, the History Program provides an “innovative, world-class learning environment” by employing dedicated full-time and part-time faculty that stay active in the field of history, have a depth and breadth of knowledge about the subjects they teach, and are continuously looking for ways to teach about the past that prove useful to the present and aid in the effort to positively shape the future. Made up of two full-time faculty members and several part-time instructors that have been with the department for multiple years, the History Program provides not only expertise but continuity of instruction as well. Relatedly, the History Program has built and maintains “an atmosphere of trust within the college district and with our communities” by offering first-rate instruction and by offering numerous popular courses that meet various transfer and degree requirements. This also allows the History Department to use “resources strategically to meet the diverse needs of our communities and region” and make it as easy as possible for History and non-History majors to have access to the classes they need to accomplish their educational goals and become more knowledgeable about the world in which they live. Perhaps most importantly, the History Department provides “educational, economic, cultural, and civic leadership for our communities and region.” Knowledge about the past helps us understand our society and how it came to be and, when understood correctly, provides models of leadership that can prove useful in facilitating beneficial change or in defending institutions, behaviors, and values that we collectively admire.

The Yuba College History Department also assists in fulfilling the overlapping District Short-Term Strategic Goals and Yuba College Goals, both of which are concerned with “fostering a culture of evidence informed decision making…including SLO development/assessment.” The History Department has actively developed SLOs and is up-to-date on assessing those SLOs for each course. There are continuing efforts made within our department to discuss the outcomes of these assessments and how that information should be used to modify our teaching or alter the structure of our courses. Furthermore, the History Department is committed to allocating “resources based on…student needs” and “with increasing effectiveness and efficiency.” Sections consistently reach and sometimes exceed established caps and the productivity of our program is very strong. We schedule sections in a variety of time slots and offer our most popular courses online and in a traditional classroom setting, allowing us to serve the needs of the community in all of its diversity. In sum, we believe the Yuba College History Department exemplifies “educational excellence, fiscal responsibility, cultural awareness, and civic engagement for our communities and region.”

02IP. Access to Support Services (Click '?' for Prompt): -Office Hours, -DSPS, -EOPS, -Library Services
03IP. Follow up to question 02IP (Click '?' for Prompt): Yes
04IP. Degrees/Certificates (Click '?' for Prompt): 6
05IP. Improve Completion (Click '?' for Prompt): The History Department has submitted its ADT and submitted revised AA in History requirements that match the submitted ADT. They are pending state approval. The History Department continues to offer courses that satisfy general education requirements at Yuba College and at four-year institutions. Also, the History Department has grown its DE offerings for our core courses (HIST 17A, 17B, 5A, 5B). For the 2014-2015, the History Department's Success Rate increased by about 5% and the Retention Rate has gone up by about 4% when compared to the previous four years (2010-2014).
06IP. Course Outlines (Click '?' for Prompt): All CORs are updated, although an update to HIST 5B is pending approval.
07IP. Collaboration (Click '?' for Prompt): 1) Instructors for the History Program recommend tutors who work in the College Success Center. Those tutors are trained by the CSC staff and provide supplemental instruction to students who sign up for tutoring.
2) The History Program engages in dialog with counselors regarding which History courses students most need and have interest in taking.
3) The History Program works with DSPS to ensure that students who qualify for various accommodations receive those accommodations.

08IP. Catalog Currency (Click '?' for Prompt): Everything is currently accurate. However, changes have been submitted via CurricUNET to deactivate HIST 6 and HIST 8 and alter the requirements for the AA in History to match the pending History ADT.
09IP. For CTE Programs Only (Click '?' for Prompt): N/A
10IP. DE Students (Click '?' for Prompt): This is an issue that needs to be addressed. Hands-on training to ensure compliance would help us make any necessary changes.
11IP.Disproportionate Impact(Click '?' for Prompt): There is no discernible disproportionate impact.
12IP. Mapping (Click '?' for Prompt): Yes
13IP. Course SLOs (Click '?' for Prompt): All History courses are on a schedule for SLO assessment. The History department is making efforts to create a culture of collaboration that would result in adjuncts participating effectively in SLO assessments, reflecting on the results of those assessments, and implementing any identified reforms. Over 80 percent of the History courses are currently taught by adjuncts, which poses some difficulties in having meaningful discussions about what needs to be improved or changed on a course-by-course basis. With that said, we have made some progress on this front and the assessment data in general does indicate that students are accomplishing the stated objectives of the various courses. In short, more efforts will be made to bring adjunct faculty into all facets of the SLO process.
14IP. Program SLOs (Click '?' for Prompt): All of the History courses are mapped to the History Program SLOs. More analysis of the results needs to be done before improvements can be ascertained. This work should be more easily accomplished upon the hiring of another full-time History professor and thus a reduction in the number of courses taught by adjuncts. Efforts to bring adjuncts into this effort will also continue to be made.
15IP. Professional Development (Click '?' for Prompt): Many members of the History Program have attended numerous workshops, including those hosted by IT, WLDC, CSC, Crossing Borders/Building Bridges, etc. The workshops have provided participants with content that informs their teaching, a better understanding of student services that they can share with their students, and an improved ability to use technology to enhance the courses they teach. More could certainly be done to share with one another what we learn from these professional development activities. I have recently created an Office 365 Group for the History Department in an effort to grow a sense of departmental community and facilitate more dialog and sharing of ideas and knowledge.
16IP. Reflection (Click '?' for Prompt): This program review reinforces the need to hire a full-time History professor. A Faculty Staffing request has been submitted. It has also shown that a lot of SLO related work has been done but much more needs to be accomplished. Specifically, bringing adjunct faculty into the SLO reflection and improvement part of the process is needed.
Are you ready to submit your final program review?: Yes

Program Recommendation: Add Sutter Center Courses

Offer sections of History 5A, 5B, and 15 at the new Sutter Center.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2013-2014
Request Date: 02/09/2012
Inactive Date: 12/03/2015
Supporting Evidence : Center will open in Fall 2012 and this will fulfill general education requirements for our students.
Evaluation Plan: Recruit adjunct instructors to teach these courses at the Sutter Center or have Professor Frazier teach part of her load there.

Plan of Action

Staffing - Faculty - Schedule classes at the Sutter Center. (Active)
Budgetary Impact: None if currently faculty are utilized. Cost of faculty if new sections are added.
Timeline/Responsible Party: Timeline: Fall 2012 and ongoing
Responsible Party: Department Administration
Perkins Eligible: No

Status

Reporting Year: 2014-2015 09/10/2015
Recommendation Progress: Recommendation Achieved/Completed
The History Professor who taught all of our HIST 5A and 5B sections has taken a job at Sacramento City College. We should be able to staff HIST 5A and 5B at both the Sutter Center and the Marysville campus with a replacement hire. We have also recruited a part-time instructor to teach HIST 15.

YC - History Program Review

Related Goals

College - Yuba College Program Review
YC Goal 2 - Prioritize and allocate resources based on existing and emerging community and student needs over those of individual projects or programs.
YC Goal 3 - Steward our institutional resources with increasing effectiveness and efficiency.
YC Goal 5 - Design our programs in such a way as to allow students to complete their educational goals in a timely manner.
YC Goal 7 - Improve the quality of the student experience at all our campuses and centers.

Institutional Learning Outcomes
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.
Global Awareness - Articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
Information Competency - Conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
Personal and Social Responsibility - Interact with others by demonstrating respect for opinions, feelings, and values.

YCCD Board of Trustees Vision Statement
YCCD VS 1 - Providing an innovative, world-class learning environment;
YCCD VS 3 - Developing and maintaining programs and facilities that best meet with needs of our students and communities;
YCCD VS 4 - Stewarding resources strategically to meet the diverse needs of our communities and region;
YCCD VS 5 - Providing educational, economic, cultural, and civic leadership for our communities and region.

Program Recommendation: Hire Full-Time Faculty

Hire a Full-Time Faculty member to teach World Civilizations.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2015-2016
Request Date: 10/06/2015
Supporting Evidence : This would be a replacement hire for Surangi Frazier.
Evaluation Plan: Submit Faculty Staffing Request

Plan of Action

Staffing - Faculty - Hire new full time faculty or adjunct faculty. (Active)
Budgetary Impact: Cost of faculty.
Timeline/Responsible Party: Timeline: As soon as possible
Responsible Party: Administration
Perkins Eligible: No

Status

Reporting Year: 2014-2015 09/10/2015
Recommendation Progress: Recommendation Addressed/Satisfactory Progress
Need for a replacement hire to teach HIST 5A and 5B and other history classes.

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Program Recommendation: Increase US History Offerings

Add more sections of History 17A and 17B.

Recommendation Priority: 2. Medium Priority
Year(s) Requested: 2013-2014
Request Date: 02/09/2012
Supporting Evidence : 17A and 17B fill early in the registration process and there are many students who try to add this class once the semester begins.
Evaluation Plan: Recruit adjunct instructors to teach these courses.

Plan of Action

Staffing - Faculty - Hire a full time faculty or adjunct faculty to teach more sections of 17A and 17B (Active)
Budgetary Impact: Cost of faculty.
Timeline/Responsible Party: Timeline: ongoing
Responsible Party: Administration
Perkins Eligible: No

Status

Reporting Year: 2014-2015 09/10/2015
Recommendation Progress: Recommendation Achieved/Completed
Several part-time instructors have been hired to teach HIST 17A and HIST 17B.

Related Goals

College - Yuba College Program Review
YC Goal 2 - Prioritize and allocate resources based on existing and emerging community and student needs over those of individual projects or programs.

YC - History Program Review

YC Goal 5 - Design our programs in such a way as to allow students to complete their educational goals in a timely manner.
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Institutional Learning Outcomes
Global Awareness - Articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.

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