Mini Instructional Program Review: History

Cover

Overview

Year of Last Comprehensive Review Fall 2018

Year of Last Mini Update, if applicable

Originator Tirado, Patricia

Area Dean Colleen Calderon

Division
SocSci, Humnt, Arts, & PE

Department
History

Subject

- HIST

Is this a review for a degree/certificate or all the courses in the subject?
All Courses

Courses with no Degree or Certification

Co-Contributors

*Co-Contributor must be chosen before proposal is launched

- Hendricks, David
- Narveson, Eric

Goals

- **1a). Provide a brief summary of your program's success and changes since your last comprehensive program review.**

  The history program's successes and changes since its last comprehensive program review include a new full-time instructor with curriculum development and online teaching experience. All history course offerings have been updated to include a DE supplement to meet the legal requirement to offer courses online. Several faculty and associate faculty have earned and received their online teaching training and certificates to qualify for online teaching, and others have fulfilled the emergency online training to deliver online instruction to EVC students during the COVID pandemic. Faculty and associate faculty have created new course offerings to reflect the diverse student body: Asian-American history, Native-American history, California history, and updated the Mexican-American history course outline of record. Faculty have and continue to complete SLO reports for the courses and sections they teach. Faculty continue to serve as chairs and members of campus committees: Curriculum Committee Chair, EVC Honors Institute Coordinator, Division Curriculum

Committee Chair, and serve as members of the Women and Gender Studies Program Advisory Board, Liaison to the JEWL Oral History Center, EVC Votes, Herstory Committee, Constitution Day Planning, Honors Club Faculty Advisor, Archives Committee Chair, Professional Recogin ation Committee Chair, ASCCC Standards and Practices Committee, Disctrict Academic Senate President 2018-2019, and ASCCC Resolutions Committee.

- **1b). Identify which strategic initiative your program will focus on during the coming academic year.**

The history program will promote the need for a new full-time faculty hire with strength and skill in online teaching. History adjuncts will continue to be encouraged to obtain online training certificates. The program has and will continue to develop the curriculum to meet the needs of the diverse student population at Evergreen Valley College, such as, Global Women's history. In the past year, three faculty (one full time, 2 Associates) completed training in online instruction and or emergency online training. On the agenda is the update of the history degree to reflect deactivated courses and new courses.

Program Set Standards (Summary Tab)

Overall, EVC's Institution Set Standard for success rate is 72%, and the aspirational goal for student success is 75%.

Success Rate (completion with "C" or better)	ProgramEVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F17-F20 average	**71.44%**		

Program

Program Success Rate 63.06%

Program Set Standard **: It is recommended that programs identify a success standard. This standard should reflect the baseline success rate.**

Program Set Standard 60%

Recommendation: **90% of the 2 year average success rate could be your program standard (average x 0.9).**

Program Success Goal **: It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program aspires.**

Program Success Goal 60%

- **2a). If your program's success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program's success rate is lower than the campus, what are some strategies your program is implementing to improve?**

  The history program is submitting SLO reports for all courses and sections. This reporting will help faculty assess and reflect on assessment strategies and modifications for student success. The history program offers various modalities of instruction, i.e., Face-2-Face on campus, online synchronous, and online asynchronous. Each full-time faculty member offers 5 hours of office time a week for students to meet with professors for academic support. Adjunct faculty have the option, according to the union contract, to offer office hours to students in need of academic support. The History Department encourages students in history courses to get help from EVC support programs, i.e. the Tutoring Center. The vast majority of students taking our courses are not history majors and take these courses to fulfill GE requirements. All of our courses can be applied to GE. Therefore, nearly every student at the college takes a history course. Since we only have a recommended reading-writing level for our courses, the success rates may be lower than the overall college success rate.

- **2c). Is the current program success rate higher than the program set standard?**

  The program set standard was 60% and the program exceed that at 63.06%.

- **2d). Are these measures (program set standard and program success goal) still current/accurate? If not, please describe here and reset the standards.**

  The measures (program set standard and program success goal) are still current/accurate. The program set standard was 60% and the program exceeded that at 63.06%.

- **2e). Discuss any changes in success rate since last comprehensive program review. If success rates have decreased discuss a plan to deal with the decrease. If success rates have increased discuss reasons for the success.**

  The success rate of 63.06% exceeds the program's set standard of 60%. Faculty continue to monitor student success of SLOs and modify assessments as needed to aid in student success. Faculty continue to hold office hours and meet with students who are in need of academic support. Faculty continue to encourage students to use outside support programs such as the Tutoring Center.

Curriculum

- **3a). State if curriculum is up to date. If curriculum is not up to date state a plan of how all courses will be in compliance.**

All History courses have up-to-date curriculum. Courses are either already approved or are currently under the approval process for updates. The department is in the process of updating the History AAT degree with a combination of new courses and deletions of outdated and never taught courses.

Student Learning Outcomes and Assessment

Your program review will not be approved unless every SLO for every course in your program, and every PLO (if your program has a degree or certificate) is complete and approved by EVC's SLO Coordinator. All SLOs and PLOs must be assessed every two years.

Student Learning Outcomes

Program Learning Outcomes

- **4a). Outline at least one example of adjustments in instruction as a result of SLO assessment.**

  The History Department takes SLO assessment very seriously. In the last year, we have begun to hold weekly meetings to discuss departmental matters, including SLO assessment and how to make necessary adjustments to our curriculum and instruction. One example is our recent work to adjust our instruction based on SLO data regarding History 17A.

  We have been discussing SLO #4: "Evaluate the influence of various political, economic, cultural and social movements." What we have noticed is that students have a difficult time with making connections to economic trends of the early 19th Century. Most textbooks explore the emergence of a Market Economy, but the concept is a difficult one to teach. As a result, some students have trouble with understanding the change in economic orientation. One adjustment that we have discussed is finding more concrete examples to explain the transformations that were in play.

  Toward that end, we have decided to emphasize three concepts that we can link to students' lives. First, the idea that home and work became separate places. For most people prior to the 19th century, home and work were integrated, so the development of the practice of leaving home to go to work, was a new development. Since most students have some experience with working for wages outside the home, we will use this to discuss the concept. Second, the idea of working for wages also was new. Prior to hourly wages, most people either emphasized self-sufficiency, or barter. The emphasis on money as a universal article of exchange was a new concept, but one that students can understand due to their own connection to money. Third, we will discuss the idea of time-orientation to define work, rather than task-based work that was common in the pre-industrial era. With time-orientation, clocks and markers of time became more important and people had to learn how to be at work "on time". By emphasizing these three transformations, we hope to make the creation of a Market Economy more accessible and relevant.

Budget Planning

5a). Did you request Resource Allocation funds in your last Program Review?
No

Future Needs and Resource Allocation

Based on the areas noted below, please indicate any unmet needs for the program to maintain or build over the next two years. Please provide rationale on how the request connects back to SLO/PLO assessment, strategic initiatives or student success. If no additional requests are needed in any of the areas, put N/A.

1. **Facilities**

   Ongoing Budget Needs
   Program associate faculty need a shared office to facilitate office hours and to meet the needs of students in their ongoing academic success of the SLOs and PLOs.

   One-Time Expenditure

   Request linked to SLO/PLO #
   Request is linked to all SLOs/PLOs

   Total Cost

   Strategic Initiatives (student centered, organizational transformation, community engagement)
   Yes

   Improving Student success rates
   Yes

   Achievement of program set standard for student success
   Yes

2. **Equipment/Supplies**

   Ongoing Budget Needs
   Associate faculty need 2 campus computers, 2 desks, and 2 chairs in an adjunct office to accommodate the needs of students during office hours, this is directly related to student academic success of the SLOs/PLOs.

   One-Time Expenditure

   Request linked to SLO/PLO #
   Request is linked to all SLOs/PLOs

   Total Cost

   Strategic Initiatives (student centered, organizational transformation, community engagement)
   Yes

   Improving Student success rates
   Yes

   Achievement of program set standard for student success
   Yes

Attach Files

Attached File

IEC Reviewers

IEC Mentor
Robert Brown

IEC Second Reader
Fahmida Fakhruddin