

## Part 2 – Comprehensive Program Review

Spring 2011

Program Name: **History**

### A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2006-07, 2007-08, 2008-09

1. List the objectives developed for this program during the last comprehensive program review.

Prior to this review, the History program was part of the overall Behavioral & Social Sciences program reviews that were completed for the division as a whole. Goals stated at that time were universal for the college: improve student access to our courses, improve retention, stabilize and improve success rates.

2. Present program performance data in tabular form for the previous three years that demonstrates the program's performance toward meeting the previous objectives. Include the following standard program performance metrics as well additional program specific metrics, if any.
  - a. For teaching programs this data should include at least the following: Enrollment at census, number of sections, fill rate, retention rate, success rate, and grade distribution for each course in the program, during each semester and session of the previous three academic years. In addition, the Full Time Equivalent Faculty (FTEF) and Full Time Equivalent Students (FTES) and the ratio of FTES per FTEF should be presented for the program for each semester and session.
  - b. For non teaching programs this data should include the following: TBD

**Program Review - History Program  
Enrollment Count at Census**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
HIST 100	75	88	115	278	81	71	73	225	46	15	41	102	37	39		76	681
HIST 101	37	39	34	110	35	38	35	108									218
HIST 110	87	68	40	195	45	47	39	131	23			23					349

HIST 111	95	46	39	180	41	60	30	131	13	25		38	18		31	49	398
HIST 120	448	456	504	1408	422	459	558	1439	107	92	81	280	91	103	96	290	3417
HIST 121	411	410	495	1316	451	410	545	1406	57	106	105	268	91	92	92	275	3265
HIST 130		38	26	64													64
HIST 131					26	28	20	74									74
HIST 132	37	40		77													77
HIST 140	22		51	73													73
HIST 160					10	15	16	41									41
HIST 220					16	26	27	69									69
HIST 222	21	22	41	84													
HIST 225			13	13													
HIST 280						9	17	26									
Total	1233	1207	1358	3798	1127	116 3	1360	365 0	246	238	227	711	237	234	219	690	

**History Program  
Number of Sections**

Course	Fall				Spring				Summer				Winter			
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total
HIST 100	2	2	3	7	2	2	2	6	1	1	1	3	1	1		2
HIST 101	1	1	1	3	1	1	1	3								
HIST 110	2	2	1	5	1	1	1	3	1			1				
HIST 111	2	1	1	4	2	2	1	5	1	1		2	1		1	2
HIST 120	10	10	12	32	11	11	13	35	3	3	3	9	3	3	3	9
HIST 121	10	10	12	32	11	11	13	35	3	4	3	10	3	3	3	9
HIST 130		1	1	2												
HIST 131					1	1	1	3								
HIST 132	1	1		2												
HIST 140	1		1	2												
HIST 160					1	1	1	3								
HIST 220					1	1	1	3								
HIST 222	1	1	1	3												
HIST 225			1	1												
HIST 280						1	1	2								
<b>Total</b>	<b>30</b>	<b>29</b>	<b>34</b>	<b>93</b>	<b>31</b>	<b>32</b>	<b>35</b>	<b>98</b>	<b>9</b>	<b>9</b>	<b>7</b>	<b>25</b>	<b>8</b>	<b>7</b>	<b>7</b>	<b>22</b>

**History Program**  
**Average Number of Students per Section**

Course	Fall				Spring				Summer				Winter			
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total
HIST 100	37	44	38	39	41	36	37	38	45	15	41	34	37	39		38
HIST 101	36	39	34	36	35	38	35	36								
HIST 110	43	34	40	39	45	47	39	44	23			23				
HIST 111	46	46	39	44	21	30	30	26	13	25		19	18		31	25
HIST 120	44	46	42	44	38	42	43	41	34	31	27	31	30	34	32	32
HIST 121	40	41	41	41	41	37	40	39	19	26	35	27	30	30	31	30
HIST 130		38	49	44												
HIST 131					26	28	38	31								
HIST 132	35	40		38												
HIST 140	21		51	36												
HIST 160					10	15	14	13								
HIST 220					16	26	25	22								
HIST 222	20	22	41	28												
HIST 225			18	18												
HIST 280						9	17	13								
Avg.	40	42	41	41	36	36	38	37	27	26	32	28	30	33	31	31

**History Program  
Student Success Rate**

Course	Fall				Spring				Summer				Winter			
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total
HIST 100	53%	48%	53%	51%	52%	45%	60%	52%	91%	87%	90%	89%	59%	90%		75%
HIST 101	36%	49%	47%	44%	54%	47%	43%	48%								46%
HIST 110	55%	38%	38%	44%	71%	70%	36%	59%	65%			65%				54%
HIST 111	74%	63%	31%	56%	51%	28%	40%	40%	69%	96%		83%	100%		68%	84%
HIST 120	53%	56%	51%	53%	49%	53%	50%	50%	76%	75%	58%	70%	62%	67%	50%	59%
HIST 121	55%	52%	56%	54%	59%	49%	54%	54%	72%	68%	81%	74%	68%	57%	60%	62%
HIST 130		55%	69%	62%												62%
HIST 131					50%	68%	74%	64%								64%
HIST 132	40%	63%		51%												51%
HIST 140	38%		25%	32%												32%
HIST 160					60%	47%	36%	47%								47%
HIST 220					75%	77%	56%	69%								69%
HIST 222	70%	57%	32%	53%												53%
HIST 225			8%	8%												8%
HIST 280						78%	53%	65%								65%
Avg.	53%	53%	41%	49%	58%	56%	50%	55%	75%	81%	76%	77%	72%	71%	59%	68%

**History Program  
Student Retention Rate**

Course	Fall				Spring				Summer				Winter			
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total
HIST 100	85%	70%	76%	77%	81%	75%	90%	82%	96%	87%	93%	92%	81%	97%		89%
HIST 101	69%	69%	74%	71%	71%	63%	57%	64%								67%
HIST 110	71%	69%	65%	68%	89%	89%	56%	78%	96%			96%				76%
HIST 111	89%	87%	90%	89%	76%	77%	67%	73%	77%	100%		88%	100%		90%	85%
HIST 120	70%	75%	72%	73%	71%	74%	73%	73%	83%	83%	83%	83%	69%	78%	77%	75%
HIST 121	78%	74%	79%	77%	78%	69%	78%	75%	75%	80%	91%	82%	84%	78%	79%	80%
HIST 130		68%	85%	77%												77%
HIST 131					58%	79%	84%	73%								73%
HIST 132	63%	83%		73%												73%
HIST 140	57%		65%	61%												61%
HIST 160					70%	60%	50%	60%								60%
HIST 220					88%	88%	88%	88%								88%
HIST 222	75%	74%	71%	73%												73%
HIST 225			62%	62%												62%
HIST 280						100%	71%	85%								85%
Avg.	73%	74%	74%	74%	76%	77%	71%	75%	85%	87%	89%	87%	83%	85%	82%	83%

### Grade Distribution

Program	Term	Sem.	Yr.	Course	A	B	C	D	F	CR	P	Other	W	Total	Success Rate	Retention Rate
HIST	200730	Sum.	2007	HIST100	9	21	11	2				0	2	45	91.1%	95.6%
HIST	200810	Fall	2007	HIST100	4	20	15	9	15			0	11	74	52.7%	85.1%
HIST	200815	Win.	2008	HIST100	1	8	13	3	5			0	7	37	59.5%	81.1%
HIST	200820	Spr.	2008	HIST100	3	15	24	14	10			0	15	81	51.9%	81.5%
HIST	200830	Sum.	2008	HIST100	7	3	3					0	2	15	86.7%	86.7%
HIST	200910	Fall	2008	HIST100	7	15	20	10	10			0	26	88	47.7%	70.5%
HIST	200915	Win.	2009	HIST100	12	14	9	3				0	1	39	89.7%	97.4%
HIST	200920	Spr.	2009	HIST100	5	14	13	12	9			0	18	71	45.1%	74.6%
HIST	200930	Sum.	2009	HIST100	19	15	3	1				0	3	41	90.2%	92.7%
HIST	201010	Fall	2009	HIST100	14	21	25	13	14			0	27	114	52.6%	76.3%
HIST	201020	Spr.	2010	HIST100	10	17	17	9	13			0	7	73	60.3%	90.4%
HIST	200810	Fall	2007	HIST101	1	4	8	2	10			0	11	36	36.1%	69.4%
HIST	200820	Spr.	2008	HIST101	5	8	6	1	5			0	10	35	54.3%	71.4%

HIST	20091 0	Fall	2008	HIST101	5	5	9	2	6			0	12	39	48.7%	69.2%
HIST	20092 0	Spr.	2009	HIST101	4	9	5	3	3			0	14	38	47.4%	63.2%
HIST	20101 0	Fall	2009	HIST101	2	8	6	1	7			1	9	34	47.1%	73.5%
HIST	20102 0	Spr.	2010	HIST101	4	8	3	1	3			1	15	35	42.9%	57.1%
HIST	20073 0	Sum.	2007	HIST110	5	9	1	4	2			1	1	23	65.2%	95.7%
HIST	20081 0	Fall	2007	HIST110	15	12	20	5	8			0	25	85	55.3%	70.6%
HIST	20082 0	Spr.	2008	HIST110	11	11	10	2	6			0	5	45	71.1%	88.9%
HIST	20091 0	Fall	2008	HIST110	10	9	7	7	14			0	21	68	38.2%	69.1%
HIST	20092 0	Spr.	2009	HIST110	7	12	14	2	6			1	5	47	70.2%	89.4%
HIST	20101 0	Fall	2009	HIST110	4	7	4	4	7			0	14	40	37.5%	65.0%
HIST	20102 0	Spr.	2010	HIST110	4	8	2	2	6			0	17	39	35.9%	56.4%
HIST	20073 0	Sum.	2007	HIST111	3	2	4		1			0	3	13	69.2%	76.9%
HIST	20081 0	Fall	2007	HIST111	21	28	19	3	10			1	10	92	73.9%	89.1%
HIST	20081 5	Win.	2008	HIST111	9	5	4					0		18	100.0%	100.0%
HIST	20082 0	Spr.	2008	HIST111	5	4	12	3	7			0	10	41	51.2%	75.6%
HIST	20083 0	Sum.	2008	HIST111	12	6	6	1				0		25	96.0%	100.0%



HIST	20091 0	Fall	2008	HIST111	13	11	5	8	3			0	6	46	63.0%	87.0%
HIST	20092 0	Spr.	2009	HIST111	4	9	4	8	20			1	14	60	28.3%	76.7%
HIST	20101 0	Fall	2009	HIST111	9	2	1	5	18			0	4	39	30.8%	89.7%
HIST	20101 5	Win.	2010	HIST111	6	6	9	4	3			0	3	31	67.7%	90.3%
HIST	20102 0	Spr.	2010	HIST111	3	4	5	1	7			0	10	30	40.0%	66.7%
HIST	20073 0	Sum.	2007	HIST120	26	21	31	6	2			0	17	103	75.7%	83.5%
HIST	20081 0	Fall	2007	HIST120	61	67	103	33	42			1	129	436	53.0%	70.4%
HIST	20081 5	Win.	2008	HIST120	14	21	21	1	6			0	28	91	61.5%	69.2%
HIST	20082 0	Spr.	2008	HIST120	33	79	94	34	57			1	124	422	48.8%	70.6%
HIST	20083 0	Sum.	2008	HIST120	17	28	24	5	2			0	16	92	75.0%	82.6%
HIST	20091 0	Fall	2008	HIST120	53	92	113	42	45			2	113	460	56.1%	75.4%
HIST	20091 5	Win.	2009	HIST120	28	27	13	4	8			0	22	102	66.7%	78.4%
HIST	20092 0	Spr.	2009	HIST120	53	67	122	39	55			3	120	459	52.7%	73.9%
HIST	20093 0	Sum.	2009	HIST120	11	20	16	10	10			0	14	81	58.0%	82.7%
HIST	20101 0	Fall	2009	HIST120	54	103	101	64	41			0	141	504	51.2%	72.0%
HIST	20101 5	Win.	2010	HIST120	13	17	18	14	12			0	22	96	50.0%	77.1%

HIST	20102 0	Spr.	2010	HIST120	61	95	121	59	70			2	149	557	49.7%	73.2%
HIST	20073 0	Sum.	2007	HIST121	15	13	13	1	1			0	14	57	71.9%	75.4%
HIST	20081 0	Fall	2007	HIST121	62	73	86	51	44			0	88	404	54.7%	78.2%
HIST	20081 5	Win.	2008	HIST121	17	25	20	11	3			0	15	91	68.1%	83.5%
HIST	20082 0	Spr.	2008	HIST121	68	83	117	45	40			0	98	451	59.4%	78.3%
HIST	20083 0	Sum.	2008	HIST121	21	26	25	12	1			0	21	106	67.9%	80.2%
HIST	20091 0	Fall	2008	HIST121	35	79	101	52	38			0	105	410	52.4%	74.4%
HIST	20091 5	Win.	2009	HIST121	16	19	17	8	11			0	20	91	57.1%	78.0%
HIST	20092 0	Spr.	2009	HIST121	33	68	98	48	36			1	126	410	48.5%	69.3%
HIST	20093 0	Sum.	2009	HIST121	19	30	35	5	6			0	9	104	80.8%	91.3%
HIST	20101 0	Fall	2009	HIST121	63	103	109	58	55			3	103	494	55.7%	79.1%
HIST	20101 5	Win.	2010	HIST121	16	23	16	13	4			1	19	92	59.8%	79.3%
HIST	20102 0	Spr.	2010	HIST121	39	119	121	61	63			0	116	519	53.8%	77.6%
HIST	20091 0	Fall	2008	HIST130	1	8	12	3	2			0	12	38	55.3%	68.4%
HIST	20101 0	Fall	2009	HIST130	4	3	11	1	3			0	4	26	69.2%	84.6%
HIST	20082 0	Spr.	2008	HIST131	2	10	1	1	1			0	11	26	50.0%	57.7%

HIST	20092 0	Spr.	2009	HIST131	4	3	12	3				0	6	28	67.9%	78.6%
HIST	20102 0	Spr.	2010	HIST131	1	7	6	1	1			0	3	19	73.7%	84.2%
HIST	20081 0	Fall	2007	HIST132	1	4	9	5	3			0	13	35	40.0%	62.9%
HIST	20091 0	Fall	2008	HIST132	1	8	16	4	4			0	7	40	62.5%	82.5%
HIST	20081 0	Fall	2007	HIST140	1	2	5	2	2			0	9	21	38.1%	57.1%
HIST	20101 0	Fall	2009	HIST140	6	5	2	1	19			0	18	51	25.5%	64.7%
HIST	20082 0	Spr.	2008	HIST160	1	4	1		1			0	3	10	60.0%	70.0%
HIST	20092 0	Spr.	2009	HIST160	2	3	2	1	1			0	6	15	46.7%	60.0%
HIST	20102 0	Spr.	2010	HIST160	1	3	1	2				0	7	14	35.7%	50.0%
HIST	20082 0	Spr.	2008	HIST220	4	5	3		1			1	2	16	75.0%	87.5%
HIST	20092 0	Spr.	2009	HIST220	8	6	6	2	1			0	3	26	76.9%	88.5%
HIST	20102 0	Spr.	2010	HIST220	6	5	3	6	2			0	3	25	56.0%	88.0%
HIST	20081 0	Fall	2007	HIST222	4	5	5		1			0	5	20	70.0%	75.0%
HIST	20091 0	Fall	2008	HIST222	4	6	3		3			1	6	23	56.5%	73.9%
HIST	20101 0	Fall	2009	HIST222	3	5	5	2	14			0	12	41	31.7%	70.7%
HIST	20101 0	Fall	2009	HIST225		1		2	5			0	5	13	7.7%	61.5%







HIST 160					5.2	7.8	8.3	7.1									7.1
HIST 220					8.3	13.5	14.0	11.9									11.9
HIST 222	10.9	11.4	21.2	14.5													14.5
HIST 225			9.3	9.3													9.3
HIST 280						4.7	8.8	6.7									6.7
Avg.	21.3	21.6	21.1	21.3	18.8	18.8	20.4	19.4	14.3	13.9	17.0	14.9	15.0	17.5	15.0	15.8	19.3

3. Present student learning or service area outcomes data that demonstrate the program's continuous educational and/or service quality improvement. Include the following standard information and metrics as well as additional program specific metrics, if any.

List the program level outcomes, goals or objectives and show how these support the Institutional Student Learning Outcomes. Identify the method(s) of assessment used for each of the program level outcomes. Provide a summary of the outcome data for the program, including course and program level data as appropriate.

The majority of History courses have at least three SLOs identified. Two SLO assessment cycles for History courses have been completed. Using HIST 120 and HIST 121 as the primary measure because of the large student enrollments, the following data is provided from the latest assessment cycle of 09/10:

HIST 120: 41% of students achieved the student learning outcome assessed.

HIST 121: 61% of students achieved the student learning outcome assessed.

Multiple instructors teaching ten sections of each course were involved in the process. The low number of students achieving the SLO in HIST 120 was of concern and the assessment process for the new cycle in Spring, 2011. Achieving cohesion in the assessment process in the United States History courses because of the number of different instructors involved in the process has been a major accomplishment during these first two years of assessment. In addition, most part-time instructors participated in the process. As the department goes forward in refining the assessment process, we hope the level of student success will increase.

A course assessment schedule was established for all History courses.

### The History Program Student Learning Outcomes:

The History program has been designed with introductory, intermediate and mastery courses. History majors who successfully complete an AA degree in History at IVC should achieve all five of the Imperial Valley College Institutional Student Learning Outcomes.

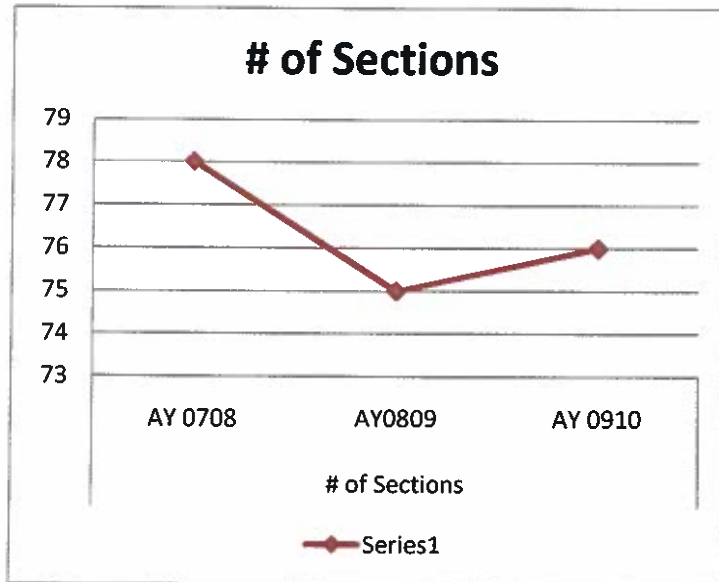
Alignment of the History program SLOs with the General Education program is ongoing.

In comparison to the introductory courses in United States History, which are required courses for most IVC students, the SLO data in an intermediate course such as HIST 222 shows that more students are prepared after the first year of college for success in a history course. In HIST 222, 75% of the students achieved the student learning outcomes of the course in Spring, 2010.

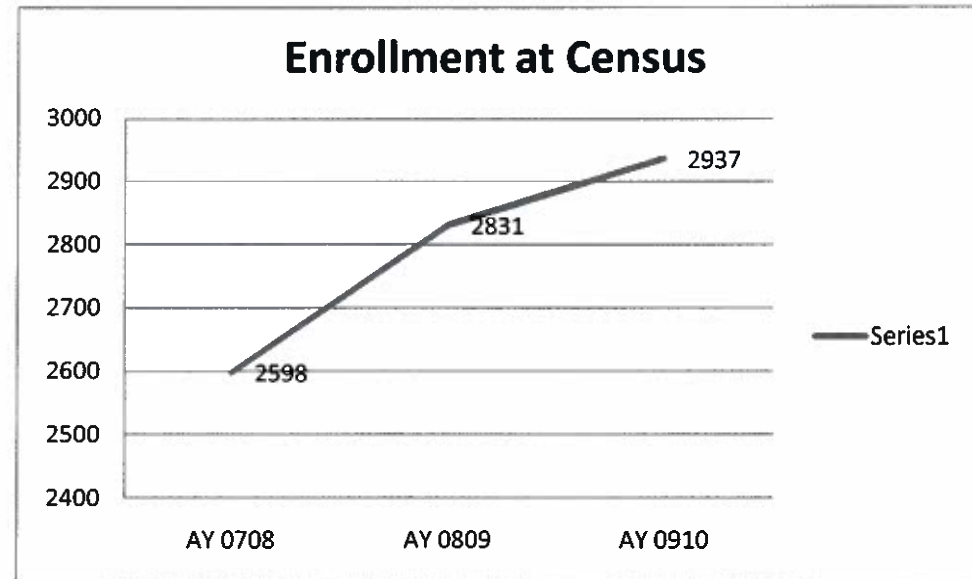
4. Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)

Over the past three academic years, we were moderately successful in meeting the needs of students for the History 120 course. The data shows that during that three year period we offered 85 sections of HIST 120, enrolling 3417 students, for an average of 40.2 students per section; this is a 101% overfill rate at the time of census. The following graphs show the number of sections offered and the enrollment for HIST 120 over the three year period:





GRAPH 1



GRAPH 2

The sections of HIST 120 are offered at a variety of times, from 8:35am through 10:00pm Monday through Friday. Students also have the option of taking the course at the main campus or at one of the off-campus locations, in a traditional classroom or on-line. History 120 is offered in the Winter and Summer sessions. The course is taught by both full-time and part-time faculty.

Fill rates are consistently high, and stay at or above the 100% level.

We have increased the number of sections of US History and History course offerings in general, but it is difficult to say that we are meeting the needs of all students who need History courses.

With regards to the success rates, U.S. History seems to have the most consistent data, and it is steadily around 60% with not much change over the past three years. However, the SLO data for HIST 120 for Spring 2010 does show a low success rate that needs to be addressed. Faculty met in Fall 2010 and discussed ways to more effectively implement the SLO process in HIST 120 and are implementing new assessment methods for Spring 2011. A full-time faculty member also met with some of the adjunct faculty members to suggest improved methods of assessment. The SLO process has been used to identify weaknesses in assessment methods and hopefully this will improve success rates in the future. HIST 121 had much better SLO success rates. In addition, a new multi-year grant for improving instruction and the use of instructional technology began in 2011. One full-time history instructor is participating as a trainer under this grant and experimenting with paired classes with English, as well as implementing new

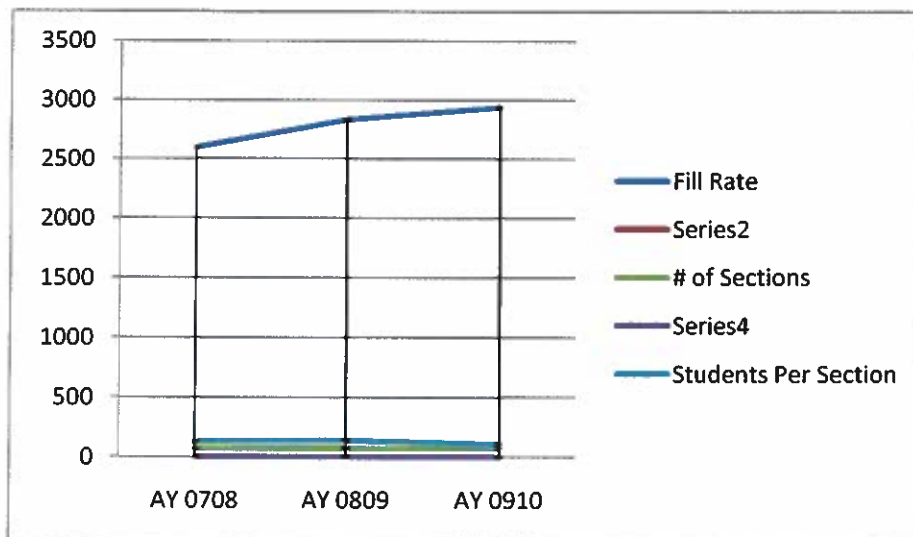
contextualized learning strategies in her classes this semester. Another full-time history instructor is pairing a history class with a health class. Hopefully, the result of these experiments will indicate new ways to increase success rates in history classes.

The success rate for most of the elective courses has decreased over the time period. Based on the experiences of the faculty teaching those courses, it appears that these courses had a significant number of first-year students who enrolled simply because they needed a History class and could not get in to any other course. The number of Fs and Ws is indicative of how many of those students were not prepared for an intermediate or advanced course in History and shouldn't have been in the class in the first place.

### Retention

Detailed retention and success information is presented in the tables above. However, this is a summary of success and retention rates by course groupings.

Courses	Success	Retention
History 100/101	60%	78%
History 120/121	61%	78%
Freshman Electives: History 130/131/132/140/160	50%	64%
Sophomore Electives: History 220/222/225/280	49%	77%



GRAPH 3

(NOTE: Fill rates vary. In one look at the data, the rate in the introductory courses of HIST 100 through HIST 121 ranges from 76.5% to 100.5% which I rounded to the 101% for HIST 120. In the intermediate courses of H130 through H160, the fill rate ranges from 34.2% to 96%, and for the 200 level courses it ranges from 32.5% to 57.5%. These values were based on the total number of sections offered for a course divided by the total enrollment at census; that total was divided by the department cap of 40.)

There are a number of reasons for the trends. History 120 is one that is required for transfer and/or a certificate program; therefore, it is taken by a significant number of students. The required nature of the course helps account for the high retention rate in these classes. However, the lower success rate comes about for the same reason. Since students are required to take this course (or one very similar), they are not always highly motivated to do well in the course. We have also seen that many of these students take HIST 120 in their first year at IVC; they often do not do as well as more experienced students. Many of our first-year students do not yet have the skills in a self-assessment needed to determine their actual standing in a course and might wrongly choose to stay in a course they are in danger of failing instead of dropping the course. The course is often taken by students who are still taking basic skill level courses in English. Since the content of the HIST 120 is at a beginning college reading and writing level, these basic skill students often struggle with the course readings, assignments and exams. The recession and rates of unemployment in this valley has increased the number of students, many of which may not have been academically prepared for college level work and therefore the number of students who are withdrawing or failing the courses has increased. On the other hand, the budget cuts at the CSUs should increase the number of students who would normally be attending those institutions, and those may be better prepared for our courses. There is some anecdotal evidence of this in the on-line courses. The increase in students does show up in the 2009 and 2010 data, especially for HIST 120 and HIST 121. As instructors of quality and enthusiasm, we can help motivated students to meet their goals and succeed, and we can aim to generate motivation in those who might initially lack it.

**B. PRESENT: Snapshot of the State of the Program in the Current Semester: Spring 2011**

1. Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollments, student learning or service area outcome implementation, number of majors, and/or other data as appropriate.

Our elective courses that are considered intermediate level history courses and the capstone course do show student increases, but that could very well be because of students needing classes.

History course offerings have remained consistent at about 40 sections per semester. Offerings in U.S. History have fluctuated between 26 sections in 2005-06 to 27 courses in Spring, 2011. The number of course offerings in World History has remained the same at three per semester: The number of Western Civilization course offerings has decreased from five to two sections per semester. Since the History major was approved in 2006, at least three to five elective courses have been offered each semester. A course matrix was created at the time the major was implemented so that all of the electives in the History program are offered within a two-year period and each course in the program is usually offered at least once per academic year. Two History courses were deleted from the program because they had not been offered within the previous five years, no instructor was available to teach those courses, and they were not part of the History AA degree requirements.

Currently, History classes are taught by four full-time faculty members, 60% of the load of a fifth full-time faculty member, and five adjunct faculty members teaching 37 sections per spring and fall semester. We believe that we are not yet meeting the student demand for the introductory courses. It does appear that, especially for the introductory courses, we have maximized our teaching resources, and we will not be able to offer additional sections to meet expanding student need without hiring more instructors.

Based on provided information, in 2009-10 there were four students who graduated from IVC with a History major. Three of those are currently at four-year schools, and the fourth will be transferring to a university soon. Records tell us that the number of students declaring a History major is growing:

Fall, 2007	0
Fall, 2008	1
Fall, 2009	15
Fall, 2010	35

It appears that we are encouraging more students to become History majors. The data shows that the HIST 280 course, and the other advanced electives, will continue to play an important role in preparing History majors for graduation and/or transfer. The courses also help them determine what, if any, area of History holds more of an interest.

Each full-time faculty member teaches at least one or more elective courses, in addition to teaching the introductory survey courses which means that all History courses in the program are offered within a one to two year period to maximize student access and ability to complete an AA degree in History.

All courses are offered as AA History degree, general education requirements, or electives.

2. Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.)

With the continued high rates of unemployment in the region, coupled with the cuts and limited enrollment in the CSU and UC systems, IVC continues to see an increase in the number of students. This increase has impacted the number of students we are getting in all of the History courses, but may also be influencing the decrease in success rates. (See Section A).

3. List any significant issues or problems that the program is immediately facing.

Student demand for the U.S. History survey courses has increased every year. Compared to Fall of 2009, an additional 230 students took U.S. History in Spring of 2010. Based on the experiences of some full-time faculty, during Fall, 2009 an average of 20 students per section were turned away from U.S. History courses. An additional full-time faculty member is required to meet student needs. However, budget constraints over the last three years have prohibited the hiring of an additional full-time History instructor and that situation does not look to improve in the next two to three years. In addition, there are a limited number of available adjunct instructors with M.A. degrees in History in the Imperial Valley. Without more money to hire either full-time History faculty or the ability to recruit qualified adjunct faculty, the program has no ability to expand its offerings to meet student demands.

**C. FUTURE: Program Objectives for the Next Three Academic Years: 2010-11, 2011-12, 2012-13**

1. Identify the program objectives for the next three academic years, making sure these objectives are consistent with the college's Educational Master Plan goals. Include how accomplishment is to be identified or measured and identify the planned completion dates. If any objectives are anticipated to extend beyond this three-year period, identify how much is to be accomplished by the end of this review period and performance measures.

<b>Objective</b>	<b>Completion Indicators</b>	<b>Completion Date</b>
<b>1) Improve student retention and success rates in history courses by 5% based on Fall 2010 baseline.</b>		
<b>a) In-depth analysis of retention and success data by course to determine causative factors</b>	Departmental report delivered to Dean	December, 2011
<b>b) Development of improvement strategies based on analysis of causation</b>	Departmental report delivered to Dean	June, 2012
<b>c) Implementation of improvement strategies</b>	Modified course outlines	June, 2013
<b>2) Implementation of innovative course delivery modalities to improve student retention and success by 5% based on Fall 2010 baseline</b>	Modified course outlines	June, 2013
<b>a) Identification of new course modalities</b> One modality currently under investigation is paired courses-by pairing History courses to other disciplines we hope to improve retention by making the history curriculum more relevant to students. For example, we could pair a U.S. History course to an Engineering or Science course and modify the U.S. History curriculum to include more information about scientific and technological innovations in history, thus better engaging the interest of the students and increasing their likelihood of successful completion.	Departmental report delivered to Dean	June, 2012
<b>b) Implementation of new course modalities</b>	Modified course outlines and updated course schedule	June, 2013
<b>3) Evaluate need for additional on-line course offerings in History</b>	Departmental report delivered to Dean	September, 2011
<b>a) Implement on-line course delivery in appropriate areas</b>	Modified course outlines	June, 2013
<b>4) Development of the transfer of the A.A. in History degree in accordance with SB1440</b>	Modified course catalog	TBD – based on information on Transfer Model Curricula being received from ASCCC
<b>5) Improve the technology in all of the classrooms where History classes are taught by the addition of document cameras. Document cameras are a</b>	Purchase of three (3) document cameras for classrooms 204, 504	August, 2012

relatively inexpensive purchase, but one that would prove extremely valuable for all our instructors. Since all of the classrooms used to teach History classes already have overhead LCD devices, the addition of a document camera would not be difficult.	and 509.	
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2. Identify how student learning or service area outcomes will be expanded and fully implemented into the program. Include a progress timeline for implementation and program improvement.

Fall, 2008	Initial SLOs identified – HIST 100, 120, 121, 130, 132, 222
Spring, 2009	Assessment Evaluation & Modification recommendations-HIST 120, 121 and 222 Initial SLOs identified-HIST 131, 132 SLO Assessment in HIST 120, 121, 222
Fall, 2009	All SLOs identified – HIST 100, 101, 110, 111, 120, 121, 130, 131, 132, 222 SLO Assessment – HIST 130 Assessment Evaluation & Modification recommendations – HIST _____ Begin identification of program level SLOs
Spring, 2010	All SLOs identified – HIST 225, _____ SLO Assessment – HIST 120, 121, 131, 132, 222, 225 Assessment Evaluation and Modification recommendations – HIST _____
Fall, 2010	All SLOs identified – HIST 223 SLO Assessment – HIST 110, 111(randomly selected sections), 140. The adjunct instructor teaching HIST 131 did not do the required assessment despite repeated contact with the full-time lead instructor. Assessment Evaluation & Modification recommendations – HIST 120, 121, 222
Spring, 2011	SLO Assessment – HIST 100, 101,120, 121, 220 Assessment Evaluation & Modification recommendations – HIST 132 Assessment of program level SLOs – HIST 140 Begin integration into GE SLO plan
Fall, 2011	SLO Assessment – HIST 131, 222 (randomly selected sections)

	Assessment Evaluation & Modification recommendations – HIST 100, 101, 120, 121, 220, 225 Continue integration into GE SLO plan – course level SLO and curriculum modifications as required
Spring, 2012	SLO Assessment – HIST 120, 121, 131, 132 Assessment Evaluation & Modification recommendations – HIST 222, <hr/> Complete integration into GE SLO plan – course level SLO and curriculum modifications as required integration into GE SLO plan – course level SLO and curriculum modifications as required – GE program

3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.

The greatest obstacle to completion is currently the budget crisis that the college is facing. We barely have the resources to meet the current student needs and History faculty members are fully engaged in teaching a maximum load and fully enrolled classes of 40 students or more. This leaves very little time or energy for development of new curriculum or teaching modalities. Nevertheless, the budget problems may actually afford us a small opportunity to work toward evaluating our program's success and retention rates in greater detail; as faculty members are forced to teach fewer classes, and FTES quotas are lowered, we may find ourselves teaching fewer students per semester thus granting some free time for data analysis and evaluation of our program.

4. Identify any outside factors that might influence your program during the next three years.

Over the coming three years, the History course offerings should remain consistent. All of the core courses fill quickly, and the elective courses are gaining popularity among IVC students. As noted earlier, the hiring of an additional full-time faculty member would allow us to better meet the demands of our student population, both with the introductory courses and the electives.

As with other disciplines within the Behavioral & Social Sciences, meeting the needs of our Basic Skills students so that they can successfully complete the History courses is an ongoing challenge. The data suggests that the number of under-prepared students will not decline over the next three years; it may actually increase given the factors of this region.