

Program Review and Analysis

Part I Outcomes

1. What are the Student Learning Outcomes (SLOs) and Institutional-Level Outcomes (“Core Four”) of the program? List each along with descriptions of the appropriate indicators of program success (i.e., measures of outcomes). Include both quantitative and qualitative measures.

Outcome(s)	Qualitative Measure(s)	Quantitative Measure(s)
1. Communicate Effectively – READING students will be able to demonstrate the ability to read and comprehend a variety of historical texts and primary documents and other written information.	Regular assessments of reading comprehension such as quizzes, short answer assignments, summaries, &/or evidence reports.	Minimum of 40 pages of reading per week in each course.
1) Communicate Effectively – WRITING students will be able to demonstrate the ability to communicate ideas about historical events in a variety of forms, including summaries and analytical essays.	Regular assignment of short answer assignments, summaries, &/or evidence reports in addition to ten pages of analytical essay writing.	Minimum of ten pages of analytical essay writing per course.
1) Communicate Effectively - Speak and Converse – Students have the ability to Participate in conversations, discussions, and group activities	Small group discussions of primary and secondary source materials.	Minimum of three group discussions.
2. Critical Thinking and Information Competency: Analysis – demonstrated by the ability to: <ul style="list-style-type: none"> • Draw logical conclusions based on close observation and analysis of information • Differentiate among facts, influences, opinions, assumptions, and conclusions 	Regular assessments of reading comprehension such as quizzes, short answer assignments, summaries, &/or evidence reports. Regular assignment of short answer assignments, summaries, &/or evidence reports in addition to ten pages of analytical essay writing.	Regular assignment of analytical essays incorporating these skills.
3. Global Awareness Social Diversity and Civics – Students demonstrate ability to: <ul style="list-style-type: none"> • Communicate with people from a variety of backgrounds • Understand different cultural beliefs and behaviors • Recognize important social and political issues in their own community 	Regular readings, essays, and class discussions on the multiethnic experiences of peoples of the United States (US History courses, and ethnic studies courses) and world (Western Civilization and World Civilization courses)	See assignments above

<p>Artistic Variety – Students have been exposed to:</p> <ul style="list-style-type: none"> • The visual and performing arts of one or more cultures • Analytical techniques for understanding the meaning in the arts and/or 	<p>Incorporation of art, film, literature, and music into course content throughout the curriculum.</p>	<p>See assignments above.</p>
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2. The specific SCC Strategic Direction and Goal(s) supported by this program:

Part II Analysis

1. Identify and explain the trends in:

Enrollment— Declined in 06-07 and in 07-08, but recovered significantly (i.e., 17% over 07-08) by AY 08-09, and continued to improve by another 9% in 09-10. Thus, over the course of two academic years, enrollment increased by 26%. By comparison, the Humanities Division as a whole saw decreased enrollments by 1% each academic year in 07-08 and 08-09.

Retention— Retention increased 11% over an average of 75%, and reached a peak of 86% in 08-09, and only slightly decreased to 84% in 09-10.

Fill rate— The average fill rate for the period 05 through 08 increased significantly to 87% in the 08-09 AY, and peaked at 95% in 09-10.

Other Factors— Increased fill rates correlate with a modest decrease in the number of sections from 68 total sections in 08-09 to 66 sections in 09-10.

Outcome Data— Since we have SLO assessment data for individual courses, summarizing this data for insertion here would not be useful to any coherent analysis.

2. How do the above trends relate to the factors and outcomes identified during the last review?

a. Outcomes are newly implemented, so they are not reflected in the last program review cycle data sets.

b.

c.

Part III Conclusions and Recommendations

1. What are the major accomplishments of the program during the past four years?

- The department participated in the Teaching American History grant project directed by the UCD History department, and which focused on helping teachers at Solano county middle schools and high schools develop skills in using primary sources in their classrooms. SCC department faculty delivered lectures, and provided curricular materials to Solano County history teachers as part of this project.

- The department also participated in the piloting of supplemental instruction in several courses. This has resulted in the development of an SI plan, which is ready to be implemented when funding becomes available.
- The department conducted a thorough review of course syllabi to assess the degree to which courses meet the UC standards for articulation. Based upon this examination the department plans to develop standardized language for inclusion on all course syllabi regarding reading and writing assignments.
- The department initiated the formation of a Humanities Division Distance Education Policy Committee which in the fall of 2010 began the development comprehensive division policies on distance education courses.

2. Based on the analysis above, are there any changes needed in order to meet program goals or to improve program effectiveness? Explain.

- Because of the nature and scope of the reading and writing assignments for history courses, and because of SLO course level assessments, the department is actively investigating the possibility of adding eligibility for English 1 as a prerequisite for all history courses.
- Critical to the adding of the English 1 eligibility prerequisite is the ability of the college to offer adequate sections of English 370 and 348E to insure that students had sufficient opportunities to satisfy the prerequisite and enroll in our courses.
- SLO course assessments have also indicated a strong need for supplemental instruction for students. This will require the college to commit the funds necessary to develop this program, and to provide the budgetary and structural support that the proposed Center for Academic Success requires.