

# Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2017-18

User Name: Lead Faculty, Social Sciences

Response Types: All Responses Types

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1	<b>Executive Summary</b>
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0	Executive Summary
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Summarize your program's strengths, opportunities, challenges, and action plans. This information will be presented to the Board of Trustees. [1000 word limit]

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**Cycle: Instructional Program Review 2017-18**

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**Response Types: All Responses Types**

**Response Detail**

No Response Information to Display

**Narrative**

**Strengths:**

Robust course offerings that play a significant role in fulfilling the college's mission to provide opportunities for thinking critically, developing communication skills and understanding diverse cultures and societies both within the United States and abroad.

A wide range of scheduling options & flexibility in scheduling and course offerings with classes from 8 AM - 10 PM (face-to-face, DE, hybrid, day, evening, early college, CWA and Honors).

Participation in the GE Pathways, both Social Justice and Sustainability paths.

Supplemental academic support for our students, including skills-based workshops in reading the textbook, writing in-class essay exams and book reviews.

Collaboration among the nine disciplines that make up the Social Sciences in order to offer TOIs (speakers' series), Major's day transfer workshops, "We heart Social Sciences" event, SS Scholarships and the SS Hub study and event space.

Participation in the Latin American and Latino/a Studies program provides additional opportunities for students, including regular off-campus field trips.

Participation in the semester Study Abroad program.

Both contract and stand-alone honors courses with students participating in the Bay Area Honors Consortium.

The data suggests that our department continues to be efficient and productive (with load that is well above the college average and fill rates that are on a par with the college average), and our students are successful (with success and retention rates just slightly below the overall college targets). Our headcount has been holding steady, trending slightly upward during the past two years.

Outstanding collegiality among both part-time and full-time faculty and very high quality adjunct instruction and involvement, including in CWA, HS Academy, DE & Study Abroad.

**Challenges:**

Declining enrollment in some key face-to-face sections and subsequent class cancellations have impacted negatively on our ability to offer a full range of core courses and electives.

We feel that our program, along with the other social sciences need to be better integrated into college-wide outreach and promotion.

Heavy faculty workloads sometimes make it difficult to complete all tasks in a timely fashion and do everything we want to improve our program and support our students.

Assessing the full impacts and addressing the needs of growing online enrollment.

**Plans:**

Continued collaboration with the nine social sciences disciplines in order to continue offering academic and transfer support, special events and speakers and opportunities for peer interaction.

Continued participation in GE Pathways, Honors, Study Abroad, and Latin American and Latino/a Studies programs.

Update all course outlines as per the regular schedule (Spring 2018).

Discuss, review and revise SLOs (Spring 2018).

Bank our courses in Middle Eastern History (HIST 243 & 455) and Far Eastern History (HIST 451 & 452) due to ongoing low enrollment issues. Our long-standing goal was to offer courses in the history of all areas of the world so that our students could develop a fully global understanding of the world. We hope to resurrect this vision when enrollments increase.

As part of the Social Sciences, work with our Outreach and Marketing team to do a better job promoting our courses, degree and certificate programs, and unique opportunities for students (scholarship, hub, etc.)

Continue to assess Distance Education, scheduling, course rotations, honors, and day / evening courses every semester in order to maximize accessibility and success for our students.

Pilot at least one non-CWA hybrid class.

Discuss and assess the needs of international students in our history classes. Consider offering additional tutoring and/or targeted academic support and/or doing a better job of connecting these students to the assistance that is already available.

Hold further discussions about equity and determine what actions we might take to help close equity gaps for specific disproportionately impacted groups in our program.

As part of the Social Sciences, contribute to the Guided Pathways initiative and, specifically, the creation of meta-majors and student opportunities in our areas of study.

Explore and assess the possibilities and students' needs with regards to developing new classes and/or degree and program opportunities in the History Department and Social Sciences. Specifically, we hope to investigate and consider the following:

(HIST) U.S. History, 1945-Present

(HIST) History of California

(SS) Possible revisions to Latin American and Latino/a themed social sciences classes and the creation of a LALS subject area.

Intro to Latin American and Latino/a Studies

(SS) Social Justice Studies area of emphasis (TMC)

Intro to Women & Gender studies class.

(SS) Global Studies area of emphasis (TMC)

Intro to Global Studies class.

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## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

## 2 Program Context

1 Mission

Identify how your program aligns with the college's mission by stating which categories of courses you offer: Career Technical, Basic Skills, Transfer, and/or Lifelong Learning. If your program has a mission statement, you may include it here.

## Response Detail

No Response Information to Display

## Narrative

### Transfer and General Education.

Our history program at Cañada College is designed to offer history majors and those interested in history not only basic transfer courses, but also the opportunity to receive a broad background in both U.S. history and the history of different regions of the world. Our department places an emphasis on developing stimulating transfer level courses and maintaining high standards. To facilitate the success of all of our students we offer a support system that includes one-on-one peer tutoring and faculty mentoring, honors options, study groups, independent study, directed reading, and book review and exam preparation workshops.

History is one of nine disciplines that make-up the Social Sciences. The mission of Cañada College's Social Sciences is to education students in human behavior in its many past and present cultural forms, in individual, group, national and international contexts, and to empower students as democratic participants in a rapidly changing world. Students develop a solid foundation in the social sciences, and understand how knowledge in the social sciences is acquired and evaluated. The social sciences challenge students to think analytically about themselves and the world in which they live.

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## 2 Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes".

### Response Detail

No Response Information to Display

### Narrative

#### 4-year institutions:

No known changes that apply directly to the history department. However, we will continue to review new additions to the approved list of Transfer Model Curriculum (TMC), such as the "Law, Public Policy and Society" degree program (TMC was finalized in Spring 2017; Cañada degree approved in Fall 2017) that might indirectly affect us and benefit history and social sciences students. During the last Program Review cycle, we updated all six of our core courses, getting them approved for C-ID designation. If / when selective courses, such as Modern Latin American history are finalized, we will likewise revise those.

#### High-Schools:

The California Department of Education adopted the new "History - Social Science Framework" in July 2016 emphasizing the state's obligation "...to provide all students with an engaging and relevant history-social science education that will shape how they participate in the world" (CDE, 2017). The Framework emphasizes the state's growing diversity, large proportion of English Language Learners and the number of students struggling with poverty, even in affluent communities. As part of this updated framework, there is an increased emphasis on concepts and disciplinary practices, such as, "investigation, evidence, close reading, and argumentative writing" (CDE, 2017). There is also an increased emphasis on diverse points of view and understanding the United States in a global context. The updated framework may result in better-prepared students, who are more familiar with the skill sets that are emphasized in our department: historical inquiry and critical analysis. For now, we do not anticipate any major changes as a result. However, over time, we may need to reassess.

### Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

## 3 Community and Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program?. If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group's recommendations for your program.

### Response Detail

No Response Information to Display

### Narrative

#### Community:

Generally, there are a number of factors that may be contributing to the changing demographics and potential needs of the community we serve.

Ongoing rising housing, transportation and other costs (County of San Mateo Profile, 2015-2017).

Peninsula immigrant & mixed-status families are being affected by a crackdown on undocumented migrants. This Spring (2018) for example there has been a 48% decline in California Dream App applications (as of 2/13/18) (LA Times).

Employment rates have been on the rise; the unemployment rate for Dec. 2017 was only 2.1% (State of California Employment Development Division).

As a result, there appear to be some emerging demographic trends including a declining number of the Latino/a and African American residents and an increasing number of Asian and white residents. In addition, the County is predicting a steady increase in the average age of county residents with the biggest increase coming in the 60+ age group (County of San Mateo Profile, 2015-2017).

**Employment needs:**

The U.S. Bureau of Labor Statistics predicts an average growth rate of 6% for history jobs, 2016-2026 and an above-average growth rate of 11% in jobs for “social scientists and related workers” in general (“Occupational Outlook Handbook” 2016). (Note : most people employed in these fields earn a Master’s degree.) The state of California has the second highest employment level for historians after New York so the prospects for employment in the field of history are stronger here than in most of the rest of the country (Ibid). As a result, we do not anticipate any major changes to employment needs for students who transfer and pursue a career as a historian, just ongoing steady growth on a par with a total job growth rate of 7% (Ibid).

Importantly, however, most of the students in our history classes are not planning on pursuing a degree and/or employment directly in the field of history. Instead, the vast majority of our students are pursuing a broader educational foundation -- for transfer and ultimately employment in any one of a number of fields related to the social sciences. According to the report, “Cañada College: Degrees / Certificates Awarded” a total of only 22 students earned an AA or AA-T in History from Summer 2012 - Spring 2017. However, 283 students earned an AA Degree in “Interdisciplinary Studies with Emphasis in Behavioral and Social Sciences.” That degree is, by far, the most awarded degree at our college (the next most awarded AA is in “Interdisciplinary Studies with Emphasis in Natural Sciences & Mathematics with 134 degrees awarded during the same time period). Interestingly, the number grew dramatically between 2013-2014, when 99 were awarded and 2015-2016 when 169 were awarded. This, in combination with the higher job growth rate for “social scientists and related workers” is significant for our department and suggestive of the need for more investment in, and promotion of, the history department specifically and Social Sciences more generally.

**Technology:**

Our students are growing up with more technical know-how and exposure than ever before and there is an acute need for us to stay up to date with this cultural shift. According to the New Media Consortium (NMC) Higher Education “Horizon Report” (2017) on the five-year outlook of technology, some of the key needs are:

- Assisting students in developing fluency in the digital realm and improving real-world skills that bolster their employability and educational opportunities.
- Providing ample opportunities for student-student and student-faculty collaboration and evidence-based approaches / jointly created content and solutions.
- Identifying, addressing and closing gaps / disparities in accessibility; improving digital equity.
- Ongoing integration of online, mobile and blended learning approaches.
- Supporting our institutional adaptability and willingness to innovate and consider new ideas and new ways of doing things; flexible and adaptable “learning ecosystems” that provide capacity for future developments and innovations.

Increasingly tech savvy students and publishers need us to stay up to date with our IT software and hardware capabilities. There is a constant influx of new digital learning tools that might (or might not) be useful in our classrooms. Ongoing professional development for faculty including support for participation in discipline-specific professional organizations, such as the Organization of American Historians (OAH) and others, are some of the best ways for us to keep up to date and get assistance sifting through and assessing a rapidly changing array of tools. Textbook publishers are increasingly switching to IA/e-books, so we need the assistance of our IT department to ensure easy Canvas interface (software). Also needed: improving communication with publishers, and demanding effective and prompt responses to our needs. Hub media command station (hardware) needs to be maintained and perhaps, improved. The History Dept. has spearheaded a designated server project that was strongly supported by the Cañada AS. Students have also overwhelmingly supported such a system. Increased access to streamed content will improve student success in face-to-face, hybrid, and distance ed courses, and empower faculty in terms of curriculum development. Next steps: bring other Academic Senates / District Senate on board and take the project to the BOT. The acquisition of a large flatbed scanner would enable faculty in the social sciences, art history, etc. to create digital images for on-screen or distance ed. use.

History students need to develop strong skills in online research techniques, become familiar with discipline-specific online resources such as digital archives, social science databases, and communication platforms used by historians, such as history blogs, podcasts and apps.

**Licensing or accreditation:**

No known changes.

**Suggested Follow Ups**

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

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**3 Looking Back**

4 Curricular Changes

List any significant changes that have occurred over the prior two years in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

## Response Detail

No Response Information to Display

## Narrative

We continue to offer our core courses at different times and online to meet the needs of our students. We would like to explore the possibility of hybrid courses given that other departments have noted their effectiveness.

One area of concern is History 101 (Western Civ II). In short, we have been struggling with low enrollment in this class for three years and can't figure out why. Given that enrollment in this course was not an issue in the past further investigation into reasons is warranted. Over the past few years we have adapted by reducing the number of times we offer this class. This is unfortunate given that it is a standard core course for history majors and a compliments programs of other social science majors and well as art history majors.

We are banking History 243 (African History), History 455 (Middle Eastern History), and History 451 and 452 (Far Eastern History I & II) due to declining enrollment. Given the needs of our diverse student body, as well as maintaining a global focus within our program, we hope to bring them back once enrollment increases again.

## Suggested Follow Ups

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No Suggested Follow Ups to Display

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Response Types: All Responses Types

5.A. Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

## Response Detail

No Response Information to Display

## Narrative

**Program Context:** 2. **Articulation:** Recommendation: "Efforts to make changes"; comment: "Needs info related to high schools. **Response:** We added the relevant information about high schools.

No significant changes are currently called for; we are watching and waiting to see if the implementation of new curriculum based on the "History - Social Sciences Framework" has a measurable, observable effect on our students.

**3. Community & Labor Needs:** Recommendations: "Employment needs" and "Technology needs". Comment: "Not applicable. Several section not applicable to this field. Could better describe employment needs." **Response:** We added significantly to our description of employment needs and opportunities for students who pursue a terminal degree in history and/or the social sciences. We also addressed Technology needs more fully, both when it comes to IT and also the digital skill sets that our students need.

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

5.B. Progress Report - Prior Action Plans

Provide a summary of the progress you have made on the strategic action plans identified in your last program review.

## Response Detail

No Response Information to Display

## Narrative

Both full-time faculty are participating in the GE Pathways initiative with four history classes in the Social Justice pathway and two in Sustainability.

We revised all of our course outlines to meet the new articulation demands of the UCs.

We reviewed courses and curriculum that address Asian, Asian American and Pacific Islander experiences in order to ensure culturally relevant courses that respond to changing demographics and experimented with offering Far Eastern History classes in the evening. But, they were cancelled for low enrollment.

We have not yet discussed the needs of English Language Learners in our classes. However the need to do so has diminished with the important exception of the large number of international students who are enrolling in some of our online classes.

As part of the Social Sciences, we met with our Outreach and Marketing team to discuss additional promotion (such as inclusion in the college's promotional videos) for our courses, degree and certificate programs, but we have not yet seen much improvement.

We did get signage for the Social Sciences Hub, making it more visible and accessible to our students.

The two full-time faculty members have met at least once every semester to continue to assess Distance Education, scheduling, course rotations, honors, and day / evening courses in order to maximize accessibility and success for our students.

## Suggested Follow Ups

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No Suggested Follow Ups to Display

6.A. Impact of Resource Allocations

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Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write "not applicable?".

## Response Detail

No Response Information to Display

## Narrative

Not applicable.

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

### 6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

## Response Detail

No Response Information to Display

## Narrative

Not applicable.

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

## 4 Current State of the Program

### 7 Enrollment Trends

Use the Productivity data packet to examine your enrollments (headcount, FTES, Load) and pattern of course offerings (Productivity by Courses by Semester). How have your enrollments changed? What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation of pathways that might improve these trends? NOTE: If other sources of data are used, please upload these documents or provide URLs.

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## Response Detail

No Response Information to Display

## Narrative

Our productivity by year is relatively stable. There are slight variations here and there between 2012 and 2016, but nothing of statistical significance was evident in the numbers (From productivity chart #1, page 1).

\*Our census headcount between 2012/13 and 2016/17 was stable, increasing by 31 students with a high of 1,308 in 2016/17 and a low of 1,277 in 2012/13.

\*Our end of term headcount between 2012/2016 was also stable, fluctuating by only 22 students with a high of 1,202 in 1013-14 and 1,024 in 2015/16 (with numbers moving back up to 1,092 in 2016/17)

\*Our FTEF numbers were also stable between 2012 and 2016 and barely fluctuated at all--numbers ranged from 6.60 to 7.00.

\*Again, our FTES numbers were also stable, ranging from a high of 130.94 in 2016/17 and a low of 121.57 in 2015/16.

\*Our WSCH rates are very stable ranging from a low of 3,647 i 2015/16 to 3,928 in 2016/17.

\*Very significantly our Load numbers are strong and stable, ranging from 586 in 2012/13 to 532 in 2014/15, and then back up again to 561 in 2016/17.

\*The number of sections we are offering depends on cuts due to enrollment but over the last three academic years fluctuates in the high 30s.

\*Notably, our fill rates range from a high of 90.2% in 2012/13, down to 81.6% in 2014/15, and back up again to 86.5% in 2016/17. Given recent declines in enrollment across the college this indicates stability.

**Conclusions:** We currently offer day and night f2f courses, and online courses. We also plan to offer hybrid courses in the near future. Subjects (specific courses) are spread out in such a way as to offer students as many options as possible. Our core courses (core for the major and requirements for most majors) are at different times, during the evening, and online. We do need to figure out how to market our selectives (non-core courses) to boost enrollment and thereby maintain our program's integrity.

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## 8-A. Access & Completion

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. The Equity Supplement data packet indicates which groups are experiencing disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

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Response Types: All Responses Types

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## Response Detail

No Response Information to Display

## Narrative

We reviewed and discussed the Equity Supplement data packet and so far what we see is that Pacific Islander and Filipino students are experiencing the most significant equity gap, and that it would not take very many students (9 all together) to close that gap. Black non-Hispanic students are the third least likely group to be successful in our classes, with a gap of 7.7% and a total of just 4 successful students would close that gap. As next steps, we feel that more discussion is needed both within our department and perhaps also with the other social scientists in order for us to figure out specific actions we may want to take to try and eliminate these disparities. We have also requested more equity data at the course level. We would like to know more about these students and the classes they are actually enrolling in.

In general, in the history department we have the advantage of being able to address issues of equity in society via our curriculum. We integrate subjects such as Native American history, African American history, Latino history, women's history, Asian American history and class history, etc. into our core courses. We also try to offer selectives (courses on a specific group or set of groups) such as the History of Race, Ethnicity, and Immigration; Latinos/as in the U.S.; and Women in the U.S.; as well as courses covering different parts of the world. This serves to help us connect with students who may feel isolated due to being part of an underrepresented group, while challenging other students in terms of reconceptualizing the past and present.

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## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

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Response Types: All Responses Types

## 8-B. Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

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## Response Detail

No Response Information to Display

## Narrative

In general, the History Department is on par with the college in terms of (100%) online student success and slightly lower when it comes to retention. In 2016-2017 our success rate for DE was 64.2% (college: 64.5%) and the retention rate was 77.8% (college: 79.4%). The good news: students were more successful in our online classes in 2016-2017 than they were in any previous academic year with what small but steady improvements over time. Interestingly the success and retention rates by course show a lot of variation, so it appears as if we could make some significant improvements to our success rates (especially) and retention rates by targeting specific courses (HIST 104 and 106). Additional support and paid training opportunities for adjunct faculty who teach these classes would be a good place to start.

The hybrid courses that the History Department have offered to date are all part of CWA and the students in those classes experience impressively high rates of success (75.7% - 87.8%) and retention (81.1% - 92.7%). There is only one instructor who has been teaching these classes, so it is difficult to know the extent to which this success is attributable to the hybrid modality, specific instructor or CWA cohort model. We are very interested in experimenting more with hybrid offerings outside of CWA and look forward to piloting one or more hybrid classes during the next two academic years.

We have one specific notable (and consistent for the past two years) trend in one of our online course offerings: HIST 202, History of the U.S. from 1877 to the Present. Every semester this course is quickly filling (? - ¾ of the class) with international students, most of whom are consider their home campuses to be CSM (which does not offer this class at all) or Skyline. Most of these students are not social sciences majors and many of them have waited to take history until their last semester before they hope to graduate and/or transfer. As a result, these students face some significant challenges, including very high pressure to succeed, limited English language abilities, and (unlike most students educated in the U.S.) a lack of any background at all in United States history. These students are also not on our campus where they can take advantage of face-to-face office hours and academic support, so the burden to provide additional academic support has so far fallen heavily on the instructors and a one-to-one approach. Unfortunately, but perhaps not surprisingly, this class has also experienced some significant episodes of plagiarism and cheating. This is a unique situation that may not last, but if it does then we would like to determine how to better support these students. The embedded online tutoring (introduced Spring 2018) may help; a hybrid model might also improve our ability to support these students; and dialogue with the International Program staff may help us to identify additional support.

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## 9.A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a 3-year cycle? Describe the coordination of SLO assessment across sections and over time.

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## Response Detail

No Response Information to Display

## Narrative

The History Department has worked hard to try and regularize assessment and comply with SLO reporting requirements and we have made some improvements, but there is still work to be done. Of those classes that not in compliance, most of them are classes that have been cancelled repeatedly and/or are offered only inconsistently and/or taught only by adjunct faculty who do not receive compensation for participating in assessment. (We have uneven participation in SLOs assessment on the part of adjunct faculty, some participate at 100%, others at 0%, and others participate but have a different understanding of the process than we do at Cañada.) In addition, we have some course-level assessment results on file that have not yet been entered into Tracdat. We also found several older SLOs that need to be flagged as "inactive". In response to all of this, we have decided to thoroughly review all of our course SLOs and make any needed revisions and updates this Spring.

Already in the works are new SLOs connected to written work--exam prep sessions, workshops, and one-on-one tutoring, are slated to be added to multiple classes.

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

9.B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

## Response Detail

No Response Information to Display

## Narrative

For the most part, we have been very pleased with the results of our SLO assessments. Most of the discussion that has taken place has been at the Program Learning Outcomes level, as part of the interdisciplinary direct assessment that the Social Sciences faculty conducts at the end of each semester. These discussions have reaffirmed the direction we have taken with both PLOs and History SLOs, which align nicely and both vertically (course to program) and also horizontally (across the nine social science disciplines). These discussions have also given us opportunities to compare specific assignments / approaches and discuss best practices. For the most part, this has not resulted in significant changes, but rather provided affirmations and reassurances that we are offering our students rich and varied experiences (with measurable positive results) across the social sciences.

Since for the most part, different faculty teach different classes with different SLOs, the amount of productive dialogue that we have engaged in regarding assessment at the course level is somewhat limited. That said, we have had some opportunities to discuss our course level SLOs and make some minor adjustments to our assignments & teaching techniques; most of those adjustments have been to provide increased specificity, clarity and details to our assignments. We have also had more substantive discussions about student research and writing skills and their importance for our discipline. The history instructors provide a lot of assignments that scaffold and support students through the research and writing processes and we feel that the SLOs that are meant to assess these skill sets may need some revision and refinement, which we will do this Spring.

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Date	Suggested Follow Up
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No Suggested Follow Ups to Display

10 PLO Assessment

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Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

## Response Detail

No Response Information to Display

## Narrative

### Assessment plan:

The Social Sciences consists of nine departments: anthropology, communication studies, economics, geography, history, philosophy, political science, psychology, and sociology, and have three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: "Incomplete", "Acceptable", and "Accomplished". When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) for each row of the rubric to indicate the students' level of competency ("incomplete" was represented by the scores 0 and 0.5, "acceptable" by 1 or 1.5, and accomplished by a 2). An average score of 1.0 ("acceptable") was desired.

### Findings & possible improvements:

During the last 2 assessment periods (2016-2017) 90 papers and exams were assessed. 84% (76/90) of the papers/exams received at least a 1 "acceptable" score. The average score across PLOs was 1.45 which is similar to the previous program review assessment period. The criterion was met. During the first 2 years using the current assessment method major areas of concern that were discussed during the scoring of the samples included: difficulty identifying the social science theories that the writing assignments were targeting (although faculty attached the writing prompt) and confusion with sampling methods. Discussion from the above assessment period demonstrated an improvement in random sampling, however continued difficulty was demonstrated in identifying social science theories that the writing assignments were targeting. Specifically, concern was noted that there was some difficulty in assessment of analyzing social science concepts and theories as some assignments had limited ability to adequately assess this goal, which may have altered the results. Continued improvement in identifying papers/exams which will allow for adequate assessment of PLO, while using random a selection from those papers/exams during the next assessment period was discussed. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the social sciences program.

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

# **Search Standards By User**

**Source: IPR**

**Cycle: Instructional Program Review 2017-18**

**User Name: Lead Faculty, Social Sciences**

**Response Types: All Responses Types**

# Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2017-18

User Name: Lead Faculty, Social Sciences

Response Types: All Responses Types

## 5 Looking Ahead

### 11 Program Planning

Construct Planning Objectives (through the Associated Planning Objectives field below) that describe your plans for program improvement over the upcoming two-years. As you write your objectives, be sure to explain how they address any opportunities for improvement that you identified throughout this Program Review. Add Action Plans and Resource Requests for any research, training, equipment or facilities improvements that will be needed in order to achieve your objectives.

#### Response Detail

No Response Information to Display

#### Narrative

We have no specific resource requests for the History Department at this time. However, we would like to make note of the following for future consideration:

The History Dept. supports increasing the release time allocated for Social Sciences coordination from 2 units to 3 units each semester. This would allow the coordinator to be released from one full class and better reflect the amount of work that is actually done in order to manage our collaborative efforts. It would also allow us to improve and add to what we already do.

The History Dept. supports increasing the level of support from our marketing and outreach dept. in order to assist us in developing and distributing print, video and other informational and promotional materials about History and Social Sciences programs and course offerings.

The History Dept. also supports an increased level of institutional support for Latin American and Latino/a Studies, both for possible release time for faculty coordination, and also for marketing and outreach efforts.

We would like to join together with other departments in support of a request for a large flatbed scanner to help us create digital scans we can use both in f2f and online classes.

When the History Dept. is ready to launch new classes and/or modalities (see our plans in the "Executive Summary" in the program review), we would like to request a strong institutional commitment to back-up our efforts. Specifically we would like a guarantee that new initiatives will not be immediately canceled due to low enrollment, but rather given a reasonable amount of time and space for piloting, growth and development.

#### Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

### 12 Personnel Projections

Describe your recent history requesting new faculty/staff positions. List the current and near-future new or replacement faculty/staff positions that you anticipate requesting. Identify the term or year in which you anticipate submitting the staffing request. If none are anticipated, please write "not applicable". (List only; no justification needed here.)

#### Response Detail

No Response Information to Display

#### Narrative

There is no Narrative Entered.

#### Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display