INSTRUCTIONAL PROGRAMS AND AREAS
PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS

QUESTIONNAIRE FOR INSTRUCTIONAL PROGRAMS

INSTRUCTIONS:

Complete all sections as instructed. Click the shaded sections to type your answer.
When completed, please save your file and e-mail it as an attachment to tanya_hanton@westvalley.edu.

A. INTRODUCTORY QUESTIONS

1. Program Name: ***History***

2. Person(s) completing the questionnaire: *Steve Juarez*

3. Date of completion: *12/7/07*

4. What are the primary purposes of the program? Check all that apply.

- ☒ WVC Degrees and Certificates
- ☒ Transfer Courses
- ☒ WVC General Education
- ☒ Lifelong Learning/Life Enrichment
- ☐ Occupational / Vocational Courses
- ☐ Student Support Services
- ☐ Academic Support Services
- ☐ Administrative Functions

5. In one paragraph, how does the program further the College's mission and goals? (only new information need be added)

The History Department provides a broad range of courses for those seeking terminal a.a. degrees, for those students hoping to transfer to the UC, CSU, or other institutions of higher learning, or for community residents simply seeking to enhance their understandings of American, Western and world civilizations. Our program meets exactly the broad mission statement of West Valley-Mission Community College Distric.t

6. In one paragraph, what significant events have affected or impacted the program since the last program review?

Over the last several years the History department has experienced a complete turnover of full-time faculty and the arrival of a new group of associate faculty. The department has become the most ethnically/ racially/culturally diverse on the WVC campus in the process. The intellectual depth and breadth of the department has been considerably expanded upon and we have been able to create new courses and resurrect old ones due to our increased depth and breadth. Full-time faculty teach approximately 80 percent of the department's course load, though we depend upon and are appreciative of the essential contributions of our associate colleagues.

B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)

1. Using the enrollment data from Table 1 from previous program review, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data?
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

In reviewing the college / department data provided, a dip in department enrollment since 2002 – mirroring exactly the general trend for the college as a whole for the same period – is immediately evident. For Fall '07 enrollments within the department increased – again mirroring the general college trend. Because our courses represent core degree/transfer requirements which must be taken by the vast majority of students, it would be expected that our department would tend to reflect immediately college-wide enrollment trends. The increased enrollments for Fall 2007 reflect that enrollment trend which can be generally attributed to local economic conditions, demographic factors, and the District's new marketing/outreach strategies.

2. Using the demographic data from Table II from previous program review, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data? See attachment for college-wide statistics.
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

In reviewing student demographic profiles for the department, one finds students disproportionately younger and Caucasian when compared to the college as a whole. Females are slightly underrepresented when compared to the college as a whole as are Asian Americans. While there are many possible explanations for these facts, the data are too incomplete to offer a genuinely informed explanation for these demographic differences.

3. Using the success data from table III from previous program, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data?
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

It would appear that student success rates for the History department are lower than those for the college as a whole. There are – again – surely multiple factors at play but, in this instance, some of those factors can be identified. First, because our department course offerings do not require prerequisites to enrollment, we instruct students who are often woefully under prepared to undertake college-level work. The language, writing, and critical thinking skills of our students is increasingly barely remedial. This makes it difficult for many students to comprehend and communicate basic, lower division undergraduate subject matter. Second, because our students are disproportionately young (and male) many – in some cases most – simply lack the preparation, focus, discipline and work ethnic necessary to successfully complete a college-level course. Third, because the CSU has recently adopted an essentially open enrollment policy, many of those better prepared students who previously would have begun their academic studies at the community college have moved directly to the CSUs, leaving the community colleges with a student body more generally under prepared and in need of remediation. Because our department has insisted upon retaining college appropriate standards, student success rates have declined slightly. Fourth, a commitment to maintaining college appropriate standards is shared by all full time faculty within the department. Extensive reading and written work in the form of essay examinations, book reviews, and other similar assignments comprise the core of our course content. With two or three exceptions among the associates, there are no "easy ride" units offered in the History department. The same demands/expectations that inform our on-campus courses informs our distance learning offerings. We are committed to ensuring that easy units not be given away simply for the sake of inflated enrollments.

4. Are there any data or factors (e.g. integration of technology; college, district, or state expectation or mandates) concerning staffing in the program, that suggest a need for increasing or decreasing program staff (e.g. permanent and associate FTE, permanent and hourly classified staffing or administrative staffing)?

Because our enrollments are slightly lower among female students, if presented the opportunity the department would like to add a strong female candidate to our full time faculty. A strong candidate, able to teach both core courses AND shape an INTELLCTUALLY CREDIBLE women's history course would add increased academic depth to our department AND likely enhance female enrollment.

C. CURRICULUM SECTION (ANALYSIS AND RESPONSE)

1. Based on your program's curriculum information, as published in the most recent West Valley College catalog, what curriculum changes are anticipated in the next three years? (These changes could include major course revisions, curriculum deletions, new courses, revised or new options within a program, or proposed new programs.)

The department will be adding two new courses shortly: one focusing upon evolving constitutional/civil liberties concerns in American life; the other an historical overview of race and ethnicity in American life.

2. The attached excel document shows classes that have not been offered since Spring 04. Please list the courses you intend to submit to the Curriculum Committee by February 8th for de-activation prior to publication of the 08/09 catalog.

There are no additional courses to be deactivated

3. Considering the new course and program level Student Learning Outcomes that have been developed since the last program review:

   a) What relevant findings have been derived through the SLO assessment process since the last program review?
   b) What changes have been implemented, or are planned, based on the findings since the last program review?
   c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

NOTE: Please contact LeAnn McGinley (741-2402), Assessment Coordinator with any questions concerning SLOs.

Because the SLO matter appears still to be a work in progress, these have not been incorporated into department curriculum. When the SLOs are finalized, the department will meet to consider their incorporation into course offerings.

D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effects of external influences on the program's purposes and goals:

   a) How do accreditation requirements, government regulations, advisory boards, labor market demand, transfer institution articulations or other external factors affect the program?
   b) How might these influences form the basis for an action, objective, or request for resources?

This question is far too broad to meaningfully address here. I have offered a brief overview of some of these questions in my response to B #3 above.

E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

1. What program changes or initiatives has the program implemented in the last three years to meet the needs of its student population?

The department has added diversity to the instructional staff, a matter of vital import to our Caucasian students, many of whom have had likely had little contact with intellectually gifted professional minorities. In terms of instruction, some instructors have sought to compensate for increasingly under prepared students by limiting course content and allocating more class time to remedial critical thinking exercises; but there are real limits as to the accommodations that can be made while retaining appropriate core college level instruction.

F. SUMMARY AND CONCLUSION SECTION:

1. General conclusions and summary statement.

The History department offers a high caliber lower division college level educational experience to our students. Our faculty – especially the full time staff – offers a depth and breadth of intellectual development and diversity quite remarkable for a community college. We offer students committed to their studies a quality educational experience and every opportunity for success at WCV.

2. Program Strengths:

The intellectual depth and breadth of our full-time faculty is unsurpassed within our district, as is the breadth and professional depth of the courses we offer within the department

3. Program Challenges:

Our greatest challenge is to maintain the intellectual and academic integrity of our department in the face of steadily declining student preparedness and given the readily apparent willingness of many instructors to sacrifice academic standards and intellectual content before this challenge and in pursuit of increased enrollments. This unfortunate trend – a race to the academic/intellectual bottom evident in many departments – threatens the integrity of the college.

G. ACTIONS AND OBJECTIVES SECTION

Based on the foregoing analyses and findings in Sections A. through F., what are the program's intended actions or objectives for the next three years?

As outlined in last year's review, the department will "stay the course" as we remain convinced that we offer a solid college level experience to the students who take our courses. We are committed as a group to maintaining the academic and intellectual integrity of the department.

Timelines

Over the next three years, what are the program's timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?

N.A.

Which of these actions or objectives would be initiated and completed within the coming year, given adequate resources?

N.A.

H. RESOURCE REQUESTS 2006-2007

1. Please indicate if any of the resource requests identified in the previous program review were funded through one or more of the various WVMCCD resource allocation processes that were available in 06 – 07 (e.g. FTE allocation, classified staff, one time funding, budget augmentation, facilities, Land Corporation):

Please complete the following table (leave blank if the answer is not applicable):

	FUNDED by WVMCCD?
Full-time faculty FTE: *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Associate faculty FTE: *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Classified Staff FTE: *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Classified Hourly (in dollars): *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Administrative Staff FTE: *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Facilities (brief narrative description): *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Equipment (brief narrative description with estimated total cost): *computer*	☐ Yes ☒ No ☐ Partially
Supplies (brief narrative description with estimated total cost): *maps*	☒ Yes ☐ No ☐ Partially
Staff Development (brief narrative description): *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Other (please specify): *Click once here and type your response*	☐ Yes ☐ No ☐ Partially

2. What have you been able to accomplish as a result of the resource obtained?
(e.g. improved retention success and persistence, improved equity, new SLOs, higher enrollment, new online or satellite campus classes….)

NOTE: The Program Review Committee realizes that in some cases, accomplishments and changes resulting from resource acquisition are too recent to be measurable. The current Program Review process is only one year old. Future reviews of funding requests will focus on accomplishments and change occurring over a two-year period.

Click once here and type your response

I. RESOURCE REQUESTS 2007-2008

1. What **new or additional** resources are required to accomplish the stated actions and objectives?

Please complete the following table (leave blank if the answer is zero or none):

Full-time faculty FTE *Click once here and type your response*

Associate faculty FTE *Click once here and type your response*

Classified Staff FTE: *Click once here and type your response*

Classified Hourly (in dollars): *Click once here and type your response*

Administrative Staff FTE: *Click once here and type your response*

Facilities (brief narrative description): *Click once here and type your response*

Equipment (brief narrative description with estimated total cost): *Click once here and type your response*

Supplies (brief narrative description with estimated total cost): *Set of maps for another classroom, estimated at $600.*

Staff Development (brief narrative description): *Click once here and type your response*

Other: *Click once here and type your response*

When completed, please save your file and e-mail (using the File: Send To menu) to tanya_hanton@westvalley.edu