



### Short Summary of Findings

- History course offerings are crucial for students who are obtaining an AA/AS degree or who intend to transfer to the CSU or UC system.
- History course offerings have increased dramatically in the last six years reflecting the changing demographics of the campus and community.
- The History program load is significantly above the load of the college.
- At least one more fulltime faculty member is urgently needed to keep up with demand.

### Three Strengths of the Program

- Servicing a significantly increasing student body with only three fulltime faculty members.
- New course offerings that address the diversity of the student body and community.
- History department participation and creation in campus wide multidisciplinary activities such as Common Ground and Brown v. Board of Education

### Three Suggestions for Improvement

- The hiring of at least one more full time faculty member.
- Increased access to multimedia "smart" classrooms.
- Keeping current with the need for ancillary equipment such as paper maps and CD-Rom maps

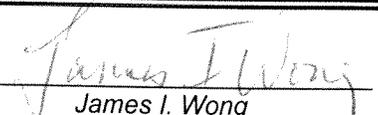
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**Full-Time Faculty Signatures**

  
Rosemary Bell

  
George Buckingham

  
James I. Wong

**SKYLINE COLLEGE  
HISTORY  
PROGRAM REVIEW SELF STUDY**

**PART A: Overview of Program**

***1. State the goals/ focus of this program and how the program contributes to the mission and priorities of the College and District.***

1. The primary goal of the history program is to provide a breadth and depth of courses which encourage students to develop a general understanding of this country and the world. The program provides a solid foundation for history majors offering over 15 transferable courses. Specific Area Requirements E and F for an Associate in Arts or Associate in Science degree require that students take one course in E, American History and Institutions, Group A which includes History 108, 201, 202, 235, 244, 248, and one course in Group B1 which includes History 240 or 310 to satisfy the six unit requirement. History 235 and 240 from Group A satisfy the Ethnic and Cultural Diversity requirement for graduation with an AA/AS degree, as does History 104, 106, 244, 248, 420, 430, or 435 from the Group B Area Studies.

The history program offers courses that satisfy the Area D1 U.S. History and U.S. government, D2a State and Local Government, and D3, Social Institutions for transfer to the CSU system. Students who wish to transfer to the University of California system, can take history courses to satisfy the IGETC Area 3, Group B Humanities, Area 4, Social and Behavioral Sciences, and the U.S History, Constitution and American Ideals Group A or Group B1 requirement History .

Our history courses are also transferable to private colleges and universities within the immediate area and also nationwide. In addition to these priority goals, the History program also meets several of the goals set forth in the San Mateo Community College District mission statement. These include offering courses eligible for transfer, and courses designed for self-improvement/ enrichment.

***2. Discuss how this program coordinates, impacts, and/or interacts with other programs in the College.***

The history program is an integral part of the campus community. For example, History courses have been included in the Honors Transfer Program, the International Studies Program and the Women In Transition Program. Additionally, the History department interacts with other disciplines whenever possible. An example of this is the Learning Community History Honors courses co-taught with the English department. Several professors in the department also incorporate the Library's Orientation to Research on line course into their curriculum

The history program is committed to retaining and helping students transfer to four year institutions. To that end, we utilize numerous Student Service Programs on campus. These include:

- ASTEP program which is a program designed for African-American and other students to increase their chances of remaining in college.

- Disabled Students Programs and Services (DSPS) offers services to students with learning disabilities, psychological disabilities, and long or short term physical disabilities.
- Puente Program whose aim is to increase the number of students who transfer from two-year colleges to four-year colleges.
- The Student Success Program is a two step program designed to assist students who are either experiencing academic difficulties or who want to improve their academic performance in college.
- The Learning Center assists students with writing projects for their history courses.
- Writing and Reading Across Disciplines offers one-on-one assistance to students on writing and reading assignments in history.

Occupational and vocational education students often seek a college degree to go along with and augment the certificate they receive at Skyline College. The History Department provides a number of classes that fulfill requirements leading to the receipt of an AA or AS degree.

The President's Innovation Fund (PIF) encourages the faculty and staff at Skyline College to "dream out loud." The overarching goal of the President's Innovation Fund is to provide start-up funding and financial support to faculty and staff developing innovative programs and services.

In the 2002 semester, Rosemary Bell received a \$2500 PIF grant to bring "The Legacy Project" to Skyline College. The Legacy Project featured the work of portrait photographer Evvy Eisen, who has photographed Holocaust survivors and collected narratives of their personal struggles. The objective of bringing The Legacy Project to Skyline College was two-fold. First, it would give "life" to our course material. Second, it would help students understand what it means to overcome monumental hurdles, and then go on to live a life full of optimism, social activism and productivity. Second, it helped educate the community since a number of the survivors lived in the immediate area.

Common Ground, Bridging Community and Ideas is the brainchild of Rosemary Bell, history faculty and Lori Slicton, Anthropology professor. The mission of Common Ground: Bridging Community and Ideas is to offer the community the opportunity to come together, inform, discuss and educate each other not only about local issues, but also national and global concerns. In October 2003, Common Ground received a \$4500 PIF grant and presented: Images and Words That Wound, an interactive exhibit. In conjunction with with this exhibit, a panel discussion entitled "I Can't Believe You Said That" was presented. Writing assignments were distributed to other disciplines on campus and the English, Sociology, Psychology, Early Childhood Education used the presentations in their class assignments.

For 2004-2005, Common Ground received a \$6500 PIF grant. This year will focus on the presidential election and voting. An interactive exhibit in the Gallery Theatre entitled "What Do You Mean You Don't Vote!" in conjunction with an October political forum entitled "How Do You Know They're Telling the Truth?" presented by Mark Simon, former San Francisco political writer and Bob Marks, Director of Peninsula TV. This forum will be moderated by Phyllis Taylor of the Language Arts Division.

In Spring 2004, the history program presented "50 Years of Brown v. Board of Education" reflecting on the Supreme Court decision. The history department offered a semester long

series of presentations in coordination with the art, music, economic, psychology, sociology, and anthropology departments. In May, 2004 the history program was instrumental in bringing Melba Beals, one of the Little Rock Nine to be a guest speaker at the campus

Project Assist is available to help faculty review course content, identify comparable courses, and authorize acceptance of specific courses for transferring students.

The history program is committed to supporting the mission statement of the college to provide a breadth of educational opportunities and experiences which encourage students to develop their general understanding of human effort and achievement, and to celebrate the rich cultural diversity of the community.

***3. If the program utilizes advisory boards and/or professional organizations, describe their roles.***

N/A

***4. Explain how this program meets the needs of our diverse community.***

First, the faculty of the history department is itself diverse with a latino, asian and female as fulltime professors. Our adjunct faculty staff also represents the diverse community that we serve. The student population at Skyline is currently 8600 students, 55% female, 25% Asian, 18% Filipino, 14% Hispanic, 27% caucasian with 5% other (SMCCD research website). To support this diverse student body we offer a plethora of history courses which include American history, African American history, Asian history, Latin American history, history of ethnic groups, history of Filipinos, and in the fall of 2004, a new course, Women and the American Experience,

The history program meets the needs of the student body by offering courses that not only satisfy the American History and Institutions requirement for Specific Area Requiements E and F for an Associate in Arts or Associate in Science degree, but also by offering courses that satisfy the Ethnic and Cultural Diversity requirement for graduation with an AA/AS degree. The program also helps satisfy the requirements for CSU and UC transfer.

Students who are reentering the college environment also benefit from our program. While the largest age population group tends to be those between the ages of 20- 29, the second largest group, 10%, are of students who are between the ages of 40-49. Many of these students are first time college students, or are returning to school to complete their degrees or obtain new skills. The Women In Transition Program aims to reacquaint women who have never been to college or who are returning to complete their education with coursework appropriate for them. The majority of them must completed the AH&I requirement for transfer. Adding History 248, Women and the American Experience to our curriculum enriches this populations educational needs.

In additional to our specialized history courses, we also serve the diverse community surrounding Skyline College with the innovative programs that the history deapartment organizes. The Legacy Project, Common Ground, Bridging Community and Ideas, Brown v. Board of Education with Melba Beals, one of the original Little Rock Nine coming to speak on campus, enriches the experience not only of the Skyline commmunity, but the surrounding Bay Area.

Our commitment to offering history courses to all students regardless of physical or learning disabilities, ESL students, or other special needs students illustrate our commitment to meeting the needs of our diverse student body.

The history faculty is dedicated to offering a safe environment for students to express their opinions with respect for the multitude of diverse ideas regardless of race, ethnic, religious or sexual orientation. Controversial issues in history are explained from varying viewpoints with room for students to voice their opinions and ask questions about controversial issues without feeling intimidated or self-conscious.

**5. If the program has completed a previous self-study, evaluate the progress made toward previous goals.**

This is the first program review for the History department.

## **PART B: Curriculum**

**1. Describe how the courses offered in the program meet the needs of the discipline(s) and the students. (This may be answered through descriptive narrative evaluation or quantitative research).**

Recent events in the state, nation, and around the world have sharpened the student's awareness of current events and the role that history plays in their lives. The history faculty feels a unique responsibility and takes its charge very seriously in educating students about current issues. We are dedicated to maintaining a learning environment that encourages students to develop a wide variety of viewpoints, ideas and a general understanding of this country and the world.

In addition, the program provides a solid foundation for history majors and those planning to transfer. For example, UC Davis requires a student to take history courses in Western Civilization, Asian Civilizations, World Civilizations, U.S and Latin American History to be ready for transfer into the history major. San Francisco State University, a major feeder school for Skyline College students requires two semesters of U.S. History, two semesters of Western Civilization, and two semesters of World Civilizations for those students transferring as history majors.

We offer courses which satisfy the Specific Area Requiements E and F for an Associate in Arts or Associate in Science degree and also offers courses which satisfy the Ethnic and Cultural Diversity requirement for graduation with an AA/AS degree.

The history program offers courses that satisfy the Area D1 U.S. History and U.S. government, D2a State and Local Government, and D3, Social Institutions for transfer to the CSU system. Students who wish to transfer to the University of California system, can take history courses to satisfy the IGETC Area 3, Group B Humanities, Area 4, Social and Behavioral Sciences, and the U.S History, Constitution and American Ideals Group A or Group B1 requirement History .

The department currently offers fifteen different courses.

Courses which satisfy the AH&I requirements for the AA/AS degree and are transferable to the CSU and UC system are:

History 108, U.S. Survey

History 201, U.S. History from Colonial Times through the Civil War

History 202, Reconstruction to the present

History 235 History of Ethnic Groups in the U.S.

History 244 African-American

History 248 Women and the American Experience

History 310, California history

Courses which satisfy the Humanities requirement for the AA/AS degree are:

History 100, Western Civilization I

History 101, Western Civilization II

Courses which satisfy the Ethnic and Cultural Diversity requirement for the AA/AS degree are:

History 104, World Civilizations I

History 106, World Civilizations II

History 235, History of Ethnic Groups in U.S

History 240, History of Ethnic Groups in California

History 244, African American History

History 248, Women and the American ExperienceHistory

History 420, Survey of Latin American History

History 430, Early Asian Civilizations

History 435, History of the Philippines

Courses which satisfy the CSU requirements are:

Area C: Arts, Literature, Philosophy and Languages - History 100, 101, 104, 106, 420, 430, 435  
(see titles above)

Area D: Social, Political and Economic Institutions - D1: History 108, 201, 202, 235, 244 (see  
titles above)

D2a: History 240, 310 (see titles above)

D3: History 104, 106, 430, 435

Courses which satisfy the IGETC requirements for entrance into UC are:

Area 3: Arts and Humanities - Group B: Humanities: History 100, 101, 104, 106, 108#, 201#,  
202#, 235, 240, 244, 310, 420, 430, 435 (see titles above)

Area 4: Social and Behavioral Sciences: History 100, 101, 104, 106, 108#, 201#, 202#, 235, 240,  
244, 310, 420, 430, 435 (see titles above)

U.S. History, Constitution and American Ideals: Group A - History 108, 201, 202, 235, 244 (see  
titles above)

Group B1 - History 240, 310 ( see titles above)

# - partial requirements

Our curriculum helps prepare students for careers in government, teaching, human services, or law.

## ***2. State how the program has remained current in the discipline(s).***

Comparing the course offerings three years ago and today it is apparent that the program has upgraded and expanded its offerings to meet the needs of the campus community. Surveys were completed which suggested that students wanted more of a selection of courses other than just U.S.history, Western Civilization or California history. In addition, the evolving diversity of our students makes it mandatory that we continue to offer new history courses which reflect this evolution.

Presently, the campus reflects a student population that includes 55% female, 45% male. The demographics include 27% Caucasian, 25% Asian, 18% Filipino, 14% Hispanic, and the remaining percentage either Native American, or declining to state. The history program has been sensitive to these demographics and have created new courses accordingly.

Within the past five years, faculty have developed six honor's courses. The include History 100, Ancient Western Civilization, History 101, Western Civilization from 1700 to the present with an emphasis on the Holocaust, , History 201 U.S. History from colonial times to the Civil War, History 202,the Sixties, History 235, History of Ethnic Groups in the United States, and History 240, History of Ethnic Groups in California.

In addition to History 244, African American history and 235, History of Ethnic Groups in U.S., the program has added History 104 World Civilizations I, History 106, World Civilizations II, History 420, Latin American survey, History 430, Early Asian civilizations, History 435, History of the Philippines, and 248, Women and the American Experience). The addition of these aforementioned courses reflect the trends also found in our major transfer institutions. We are currently up-to-date with UC Davis, San Francisco State Univeristy, and UC Berkeley.

Faculty in the department remain current primarily by attending conferences and professional meetings, reviewing new textbooks, and developing campuswide programs such as Common Ground.

In 1999, faculty revised History 201, 202, 310 to incorporate the changing American History and Institutiions requirement. New AH&I requirements will dictate that the faculty revisit these courses to reflect the new requirements.

Faculty use internet resources for assignments. In addition, faculty websites are crucial for disseminating information to students. Some faculty in the department incorporate power point presentations when the technology is available in the classrooms.

***3. If the student population has changed, state how the program is addressing these changes.***

Enrollments in the history department have significantly increased over the past five years. Statistics show a shift in the student population. Approximately 55% of our students are female, hence we added History 248, Women and the American Experience to our program.

Approximately 18% of the student population is Filipino. In 2001, the International Studies Program (ISP) was initiated. The history courses included in the ISP program include:

1. History 104, 106, World Civilizations I and II (Core courses)
2. History 420, Latin American survey
3. History 430, Early Asian Civilizations
4. History 435, History of the Philippines
5. A course on the history of the Middle East will be added within the next year.

The history program offers courses which compliment the changes in student population. For example, The Kababayan Program is a new transfer and community support program with the

goal of increasing proficiency in English skills for success in college, work, and life. History 435, History of the Philippines is one of the core courses for the Kababayan Program. The African-American Success Through Excellence and Persistence (ASTEP) Program at Skyline College is designed for African-American and other students to increase their chances of remaining in college. This program offers students an exciting and unique opportunity to select courses from an Africentric curriculum which includes History 244, African-American history.

***4. All courses in this program should be reviewed and, if appropriate, modified every six years. If this has not occurred, please list the courses and explain.***

Five years ago, the history department reviewed and modified History 201, 202, 310, 235, 240, AND 244 to correspond with the changes of the AH&I requirements statewide. The new courses recently offered such as History 104, 106, 235, 240, 248, and 435 have all been presented to the curriculum committee within the past three years.

All courses in history are being updated.

***5. If external accreditation or certification is required, please state the certifying agency and status of the program.***

N/A

***6. Discuss plans for future review and program modification.***

**It is apparent that many students do not have the proper English skills to successfully complete a history course. Course outlines submitted with this program review will reflect appropriate English levels for all courses.**

**The history program will actively use the support services available on campus such as Writing and Reading Across the Disciplines (WRAD), the computer writing center, and the Learning Center.**

**The department would like to explore student intern opportunities for history majors who are planning to teach. A linkage program with SFSU would be appropriate. This would benefit the two institutions, Skyline faculty and the students. Student teachers could serve as tutors as part of their student teaching experience.**

**The department would like to incorporate new course offerings such as History of the Middle East, Modern Asian Civilizations, History of the American West, and Contemporary World issues. We are also developing online courses.**

## **PART C: Faculty and Staff**

***1. List major development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.***

Rosemary Bell

1. Curriculum development: 1. History 106 for the International Studies Program
2. History 248 - Women and the American Experience.
3. Honors Program curriculum development - History 100, Western Civilization I , History 101, The Holocaust, History 101, Struggle and Affirmation, History 202, The Sixties.
4. Assessment Conference - Monterey, CA, 2000
5. WebCT-development of online courses, 2001
6. Honors Program Advisory Board, 2003-present
7. The Legacy Project - President's Innovation Fund (2002)
8. Common Ground, Bridging Community and Ideas-2003-present - second year of funding from President's Innovation Fund
9. International Studies Program Advisory Committee
10. Edwin Black "War Against the Weak" forum, 2002
11. Founding faculty advisor for Gay-Straight Alliance, Future Teacher's Club and WIT Club
12. Coordinator, Women In Transition Program
13. Dreamweaver workshop, 2004
14. Museum of Tolerance, 2002

George Buckingham

1. 2003/2004, 2002/2003 SS/CA rep. to Ac. Senate.
2. Div. Rep. To Honors 'start-up' committee.
3. Informal mentoring of Robt. Henry
4. 1998/1999 Developed curriculum and revised course outlines.
5. 1997 Developed Latin American History course and outline.
6. 1998 Developed part time instructors pool.
7. Diversity Training.
8. Coursework – UCB (1) Native American Religions (2) Prehistory.
9. Archaeological Fieldwork (1) 1999 – Modoc National Forest (2) Summer 2004 - Yosemite Valley

James Wong

1. International Studies Program Advisory Committee
2. Coordinator of the International Studies Program
3. Organizer of the "50 years of Brown v. Board of Education
4. Participated in Title III

***2. Describe the orientation process for new faculty and staff ( include student workers such as tutors and aides).***

New faculty and staff attend the district-wide orientation process. All faculty attend Social Sciences/Creative Arts division meetings. We do not have tutors or aides that work directly with the history faculty. In the past, we have utilized a history tutor who also had a student teaching assignment with Professor Rosemary Bell.

Informal mentoring of new full time and part time faculty members is provided by senior faculty.

*3. If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.*

**This summer a fulltime faculty member, Robert Henry resigned his position. The department now has only three fulltime faculty members. Our load of 722 dictates that we hire at least one more fulltime instructor in order for faculty to provide adequate instructional support for each student. Keeping with the mission of the college to represent the diversity of the San Mateo community, recruitment should not only be nationwide, but also from within the district. Recruitment is done at the district level and the selection committee is very aware of its commitment to diversity.**

#### **PART D: Facilities, Equipment, Materials and Maintenance**

*1. Discuss the effectiveness of the facilities, equipment, equipment maintenance, and materials for the program to meet its goals and focus. Include if they impact success and if they are accessible to all students.*

A. Facilities here will be defined as classrooms and instructor's offices, although this department interacts with the computer lab, the library, the learning center, and other campus facilities. Classroom space is limited, especially during prime time, which is between 9 A.M. and 1 P.M. and in the evening. Budget constraints compound this in a number of ways. For example, we have more buildings but fewer maintenance people. Students have access to classrooms, but recent construction, future construction and retrofitting projects have made and will make travel between classrooms difficult for students and instructors as well.

Some classrooms beg a complete overall. The best example is room 2306, the flagship classroom of the campus, which desperately needs new desks and chairs. The electronic facilities are dismal, the rug is filthy and hasn't been changed in twenty years, and maps are unreachable and out of date. This atmosphere is not conducive to learning, nor should faculty have to teach in these deplorable conditions. Overall, this department is successful in the delivery of material in spite of these difficulties. In addition to room 2306, the other classrooms that the history faculty utilize include: 2108, 2305, 2309, 8219, and 1107.

B.. Each full-time and part-time instructor has an access to an office for work and meeting with students. However, sometimes the office environment could be improved upon. Increased ventilation, better maintenance and cleaning might improve morale. Privacy can be a problem particularly when a student has a sensitive issue to discuss. As with classrooms, new construction and retrofitting projects will impact faculty offices in the future.

C. Equipment expenditures have tended to focus on sophisticated information delivery systems college-wide, but budget constraints have limited this division and this department. The history department recommends that all classrooms utilized by the history faculty be made computer-ready, including use of multi-media technology. Four out of the six rooms used by this department recently have become electronically retrofitted with multi-media technology, while

two have not. Lighting systems with dimmer capabilities are crucial in electronic classrooms but only one room (2306) has these systems. These systems enable students to take notes comfortably while viewing the information projected on a screen. The department thus recommends that lighting systems be included in technology retrofitting.

Other equipment should be mentioned here as well. The division copy machine expenditures have been reduced and this department has been resourceful in the delivery of spontaneous materials, while limiting the long term provision of documents, articles and other materials to students. The division has provided office computers to faculty, and these tools have generally facilitated communication and research. It should be mentioned, however, that this tooling has effectively ended the dissemination of routinely circulated research material that assisted the department at one time.

D. Equipment maintenance is executed by a busy group of hard-working staff, whose number shrink while their work increases. This is compounded by the very nature of sensitive technological equipment that is constantly used by a sizable group of instructors, making the delivery of material good, but sometimes problematic because of adjustment variations. When technology breaks down, instructors use other more traditional methods of information delivery. The maintenance and proliferation of simpler materials, such as maps, have been neglected and this department is presently reviewing the use, repair and purchasing of other materials along with CR-ROM, DVD, and CD equipment.

## ***2. List projected needs.***

- 1.. Electronic classrooms and lighting systems with dimmer capabilities.
2. Video and/or sound recording equipment would assist instruction.
3. The division would benefit from equipment that could convert slides to CD-ROM.
4. CD-Rom interactive maps.
5. Mechanical maps
6. Overhead projectors purchased or maintained.

## ***3. Describe the use of technology in the program and discuss if technology is current and comparable to other college and business or industry.***

Only two-thirds of classrooms assigned to instructors in this department currently are equipped to deliver computer generated information and programs, as well as video and DVD. As time goes on, more publishers are providing computer-generated support that requires equipment to deliver them in the classroom. These technology discrepancies have been worked out by assigning 'smart classrooms' to those who are more likely to use them regularly, while assigning traditional rooms to those who use more mechanical means for information presentation. However, the absence of this advanced equipment makes the delivery of new technologies less likely.

Faculty websites assist in the communication with students. Websites listing course outlines, links to various resources on campus and on the internet, and bulletin boards where students can go to obtain current information on the class is crucial.

Faculty is developing online history courses.

***4. If appropriate, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?***

N/A

## **PART E: Budget Request**

***1. What resources (staff, facilities, equipment and/or supplies) will be needed in the next six years?***

1. In August 2004, a fulltime faculty member resigned. We urgently need at least one more fulltime faculty member.
2. Electronic classrooms.
3. New paper maps as well as map CD roms.
4. Cataloging of slides, maps, videos.

***2. If appropriate, discuss methods the program could share resources with other programs in the College and District.***

One resource that the history department utilizes is the use of speakers from other disciplines and outside agencies.

Paper as well as map CD-roms is shared with the art, geography and political science departments.

**Skyline College Program Review  
Worksheet for Enrollment, Performance and  
WSCH/FTE**

**Weekly Student Contact Hours – WSCH**

Report the 3 previous **Fall** semesters with the most recent on the right.

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Data from the past three Fall semesters show an increase in WSCH from 2,751 in Fall 2000 to 2,994 in Fall 2002.

Year	2000	2001	2002
WSCH	2,751	2,825	2,994

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**Please comment on program enrollment and expected trends.**

The Census Enrollment Count for the History Component of the Social Science/Creative Arts Division at Skyline College consistently increased for the academic years from Fall 2001 through Spring 2003.

The Census Enrollment Count follows:

Fall 2000

892

Fall 2001

916

Fall 2002

971

During each academic year the spring semester saw sizable increases from the initial fall semester. It is noteworthy that each

spring semester's Census Enrollment Count substantially exceeded the preceding academic year.

From reviewing these statistics, it is clear that enrollment in history courses at Skyline College and increasing. We can only assume this trend will continue since courses offered are necessary for the AA/AS degree, and transfer to the CSU/UC system. (See part 1.A)

***FTE and WSCH/FTE (LOAD)***

Report the previous 3 Fall semesters with the most recent on the right

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	2000	2001	2002	2003
FTE	91.7	94.2	99.8	
WSCH/ FTE	550	572	554	722
Skyline College	498	463	572	634

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**Please comment on the comparison of this program to College trends.**

The History Component has worked at a high WSCH/FTE, and the rest of Skyline College is now catching up with History's high numbers though History's WSCH/FTE still exceeds the College.

***Retention and Success***

Report data on program retention and success rate with the most recent on the right.

	2000	2001	2002
Retention	75%	79%	74%
Success	60%	61%	58%

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**Please comment on the programs success and retention rate. Include factors that affect the rates and how college services are used to provide multiple avenues for student success.**

The retention rate hovers around 75% and our success rate is a dismal 59% over the past three Fall semesters.

The History Component of the Social Science/Creative Arts Division at Skyline College witnessed a decline in the overall Grade Point Average (GPA) for student enrollment in history classes from Fall 2000 through Spring 2003.

The GPA of 2.00 (out of a maximum of 4.0 in that Skyline College does not award + or – in grade designations) for female students declined. Male students fared poorly in comparison with the female students. That the women have a higher GPA reflects national statistics for overall better academic performance by women. No available raw figures are available for an accurate gender count in the survey information given us.

It should be noted that no “grade deflation” is occurring within the discipline of history at Skyline College.

(See graph A)

The decline in the overall Grade Point Average (GPA) has similarly been reflected in the overall GPA for the various ethnic groups at Skyline College. Please note that the GPA figures for Native Americans goes contrary to the trend for all other ethnic components. No available raw figures are available for an accurate Asian, Hispanic and Native American population count in the survey information given us.

(See graph B)

While the overall GPAs are striking, the low GPAs for African Americans, Filipinos and “Others” are a matter of extreme concern for the history instructors. It can only be surmised as to the factors contributing to the low GPAs.

The most glaring explanation would be the fact that the students, particularly the new incoming, newly graduated high school students in the Fall Semesters are poorly prepared for the rigors of academic work, even at the community college level. Reading and writing skills are sorely lacking. It is a reality check for these students as they may have been the products of “social promotion.”

The years from 2000 to 2003 reflect a downturn in the national economy. Hence, many formerly employed students lack the skills to read academic work and to use critical thinking in writing academic papers.

The community colleges serve a wide range of incoming students, including many foreign-born students whose weak English-language skills become glaringly apparent.

Perhaps counselors have unwisely recommended that some students take history classes when the students’ reading and

writing skills and vocabulary level are not yet conducive to academic success.

More than likely many students do not follow the recommended eligibility indicated in the catalog course descriptions. Many students probably have an unrealistic assessment of their skills for academic success.

Some students are unaware or do not follow the procedures for dropping classes. When they assume that the instructor will drop them for non-attendance, the students' names remain on the class roster and instructors are compelled to assign a letter grade of "F". Assigning an "F" grade to these students for not dropping classes will automatically lower their GPAs. Every effort must be made by history instructors to advise the students at the beginning of each semester of the policy regarding dropping classes. The instructors must make reminders to the students before the final drop date. Getting these absentee students to drop will help in alleviating the low GPAs.

Another issue is that many students are unaware of the support and tutorial network offered through the Learning Center, or they are aware but do not avail themselves to the support services. Every effort must be made to inform students of the various remedial assistance available at Skyline College. History instructors will invite members of the Tutorial Center to address students in history classes. College librarians and library's staff assistants can also make presentations about the assistance available.

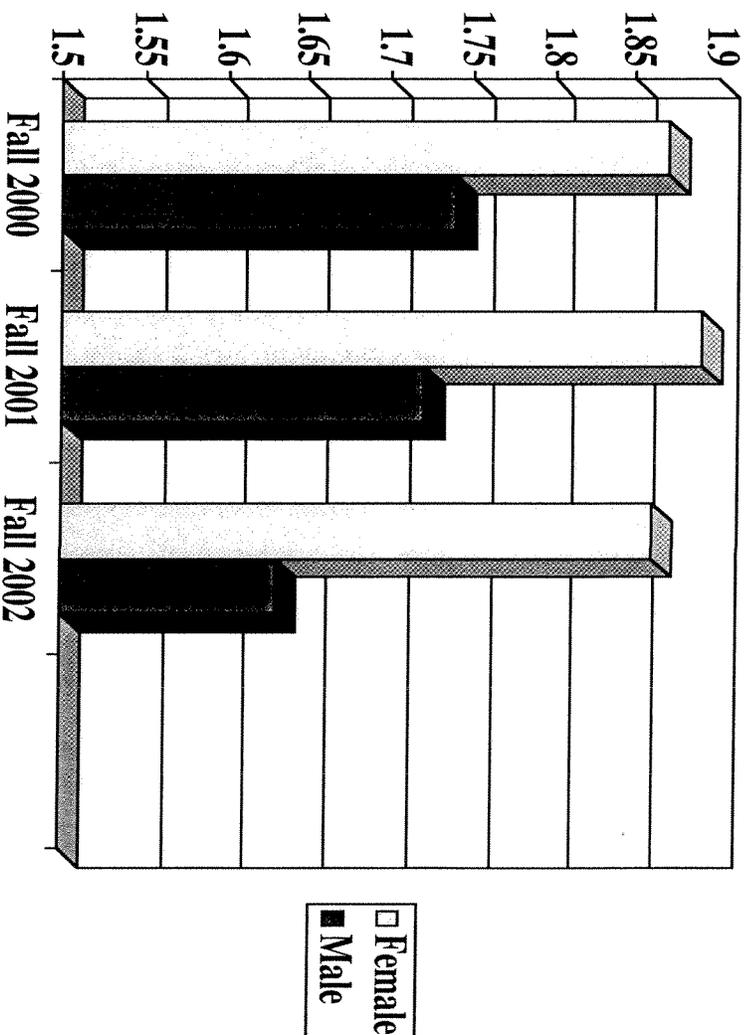
In acknowledging that some students are under-prepared for Skyline College, the History program will work with other campus-wide programs that serve targeted groups of students. More History instructors will work with the PUENTE (Latino), ASTEP (African American), and Kakabayan (Filipino) programs. While no program presently exists, a program for assisting targeted

International Students will go far in advancing their academic studies.

Furthermore, as indicated in the statistics regarding FTEs, WSCHs and Total Loads for History classes at Skyline College, the large classes taught by history instructors make the student-instructor ratio grossly disproportionate. This ratio makes it exceedingly difficult to establish a supportive rapport between student and instructor. How can history instructors nurture those students who need particular assistance, yet alone maintain availability to all other students? In order to help alleviate this discrepancy, minimally one full-time history position must be filled.

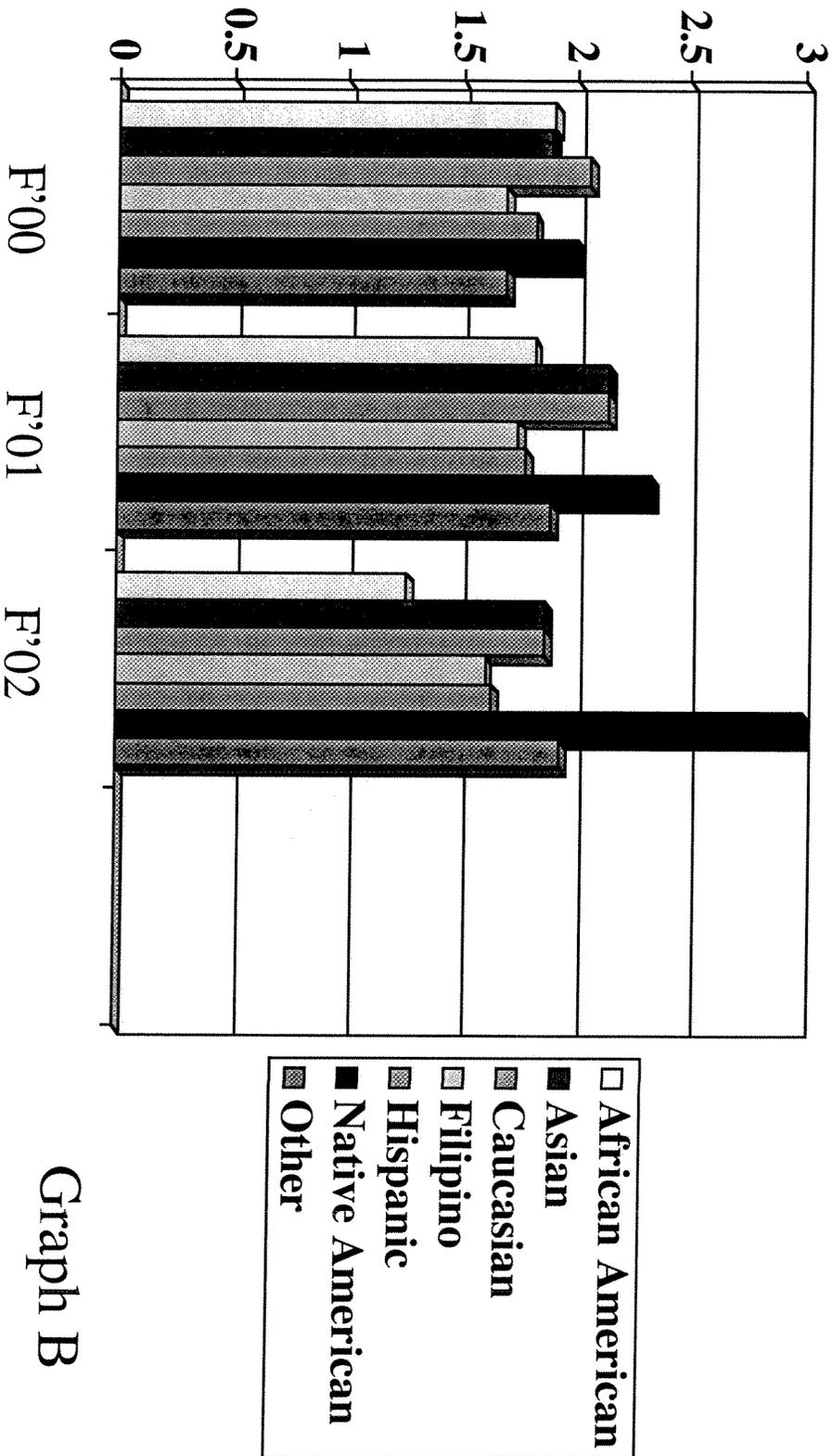
# Female/Male GPA's

The GPA of 2.00 (out of a maximum of 4.0 in that Skyline College does not award + or - in grade designations.) Men students fared poorly in comparison with the women students. That the women have a higher GPA reflects national statistics for overall better academic performance by women. No available raw figures are available for an accurate gender count in the survey information given us.



Graph A

# GPA's by ethnicity



Graph B



## Program Review Course Outline & Prerequisite Checklist

Discipline: History

Semester: Fall 2004

**ALL COURSE OUTLINES MUST BE REVIEWED AND UPDATED DURING PROGRAM REVIEW!**

If there are no changes made to the course outline, use the Program Review date to update the course outline. **Please note that all course outlines must now include the title of a representational text with its publication or revision date and follow the current Title V format.** Refer to *Guidelines for Preparing a Course Outlines* for further assistance.

If it is determined that a course outline needs **substantial modification**, you must complete and submit **Form D – Course Modification** to the Curriculum Committee for approval well in **advance** of your Program Review due date. Please check with your Curriculum Committee representative or go to the Curriculum Committee web site for a list of meeting dates, submission deadlines, instructions and curriculum forms to update (or modify) a course outline. (<http://www.smccd.net/accounts/skycurr/>).

List all the courses in your **discipline** on the attached form. Complete the columns on the form for each course in your discipline using the instructions below:

**Column 1:** What is the course prefix and number?

**Column 2:** What is the course title?

**Column 3:** What date was the course outline last reviewed or updated?

**Column 4:** If this course transfers to either CSU or CSU and UC, place a check mark in the appropriate column.

**Column 5:** If this course satisfies a GE (General Education) requirement, place a check mark in the column.

**Column 6:** Please list all course prerequisites, corequisites, and/or recommendations.

**Column 7:** Please indicate that the course prerequisites, corequisites, and/or recommendations have been reviewed and validated by faculty by placing a check mark in the column.

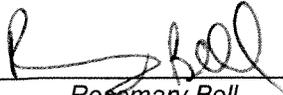
Upon submission of your Program Review materials, all course outlines should have the current date in the upper right corner. Please submit a hard copy of **each** outline from your **discipline** listed on the form with your *Program Review* materials. Additionally, all course outline **files** should be e-mailed to the Instruction Office in care of Maria Norris ([norris@smccd.net](mailto:norris@smccd.net)).

Please have the faculty and division dean sign and date the certification on the last page.

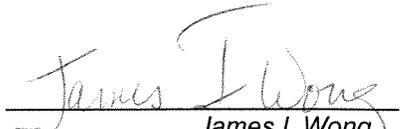
## COURSE OUTLINE & PREREQUISITE CHECKLIST

1	2	3	4		5	6	7
Prefix & Number	Title	Review Date	Transfer		G.E.	Prerequisites, Corequisites, Recommendations	Validated
			CSU	UC & CSU			
Hist 100	Western Civilization I		x	x	x	Eligibility for Engl 836 or Engl/Read 846	x
Hist 101	Western Civilization II		x	x	x	Eligibility for Engl 836 or Engl/Read 846	x
Hist 104	World Civilizations I	2001	x	x	x	Eligibility for Engl 100 or 105	x
Hist 106	World Civilizations II	2001	x	x	x	Eligibility for Engl 100 or 105	x
Hist 108	Survey of American History		x	A	x	Eligibility for Engl 836 or Engl/Read 846	x
Hist 201	United States History I		x	x	x	Eligibility for Engl 836 or Engl/Read 846	x
Hist 202	United States History II		x	x	x	Eligibility for Engl 836 or Engl/Read 846	x
Hist 235	History of Ethnic Groups in the U.S.	2001	x	x	x	Recommended: completion of English 100	x
Hist 240	History of Ethnic Groups in California	2001	x	x	x	Eligibility for Engl 836 or Engl/Read 846	x
Hist 244	African American History		x	x	x	Eligibility for Engl 836 or Engl/Read 846	x
Hist 248	Women and the American Experience	2003	x	x	x	Recommended: Eligibility for Engl 100 or 105 or equivalent	x
Hist 310	California History		x	x	x	Eligibility for Engl 836 or Engl/Read 846	x
Hist 420	Survey of Latin American History		x	x	x	Eligibility for Engl 836	x
Hist 430	Early Asian Civilizations	2001	x	x	x	Eligibility for Engl 100 or 105 or equivalent	x
Hist 435	History of the Philippines	2001	x	x	x	Eligibility for Engl 100 or 105 or equivalent	x
#	Partially satisfies AH&I requirement						

**Faculty Signatures**

  
\_\_\_\_\_  
Rosemary Bell

\_\_\_\_\_  
George Buckingham

  
\_\_\_\_\_  
James I. Wong

**Date Submitted:** October 1, 2004

**Division Dean:** 