

Skyline College

(Insert Program Name Here)

Program Review

Executive Summary



Short Summary of Findings

The History Department at Skyline College supports and contributes to the mission and goals of the college, the district, and the community. The primary goal of the History Department is to provide a breadth and depth of courses, which encourage students to develop a general understanding of this country and the global community. The program provides a solid foundation for history majors and offers courses that satisfy the requirements for an AA/AS degree; transfer to the University of California; satisfy IGETC requirements, and transfer to the California State University system.

Three Strengths of the Program

- Our course offerings have depth; that is, in addition to general history courses, we offer courses in the History of Sub-Saharan Africa, History and Politics of the Middle East, and Honor's level courses.
- Our success and retention rate has increased by 4%.
- Our department's WSCH has increased by 74% from 2007 to 2009.

Three Suggestions for Improvement

- Hire of a full-time instructor.
- Develop SLOAC's for all our course offerings.
- Develop strategies to increase our success and retention rate.

Full-Time Faculty Signatures

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Submitted on: Highlight this text & type in date

**SKYLINE COLLEGE
HISTORY PROGRAM REVIEW SELF STUDY**

PART A: Mission Effectiveness

Overview

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 at Skyline College is to provide a breadth and depth of courses, which encourage students to develop a general understanding of this country and the global community. The program provides a solid foundation for history majors and offers courses that satisfy the requirements for an AA/AS degree; transfer to the University of California; satisfy IGETC requirements, and transfer to the California State University system. Our history courses are also transferable to private colleges and universities within the immediate area and also nationwide.

The History department offers courses to meet the requirements for the AA/AS degree, and transfer courses into the CSU and UC system. Courses are offered to meet the American History and Institutions requirement. Associates Degree Requirement Fulfillment:

Area E #1, American History and Institutions

Group A: U.S. History and U.S. Government- History 108, 201, 202, 235, 244

Group B1: History 240, 310

Area E#4, Ethnic and Cultural Diversity

Group A: General - History 235, 240

Group B: Area Studies - History 104, 106, 244, 335, 420, 430, 432, 435, 444, 453

Area F#2, Humanities

History 100, 101, 106, 109, 203, 335, 430, 432, 435, 444, 453, 461, 462, 463, 464

Social Sciences: History 108, 201, 202, 203, 235, 240, 244, 248, 300, 310, 420, 444

CSU General Education Requirement Fulfillment:

Area C - C2, Humanities

History 100, 101, 104, 106, 109, 203, 248, 335, 420, 430, 432, 435, 444, 453, 461, 462, 463, 464

Area D - Social and Political & Economic Institutions

D1 - U.S. History & U.S. Government

History 108, 201, 202, 235, 244

D2a - State and Local Government

History 240, 310

D3 - Social Institutions

History 104, 106, 203, 248, 300, 335, 430, 432, 435, 444, 453 (Note: History 335/PLSC 335 same course)

Intersegmental General Education Transfer Curriculum (IGETC)

Area#3 - Arts and Humanities

History 100, 101, 104, 106, 108#, 201#, 202#, 203, 235, 240, 244, 248, 310, 335, 420, 430, 432, 435, 453, 461, 462, 463, 464

Area#4 - Social and Behavioral Sciences

History 100, 101, 104, 106, 108#, 109, 201#, 202#, 203, 235, 240, 244, 248, 300, 310, 335, 420, 430, 432, 435, 453, 461, 462, 463, 464

U.S. History, Constitution and American ideals
Group A: U.S. History & U.S. Government
History 108, 201, 202, 235, 244
Group B: State & Local Government
History 240, 310
- U.C. transfer credit may be limited

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

The History department is an integral part of the campus community. History courses are included in the Honors Transfer Program, the International Studies Program, the ASTEP Program, Kababayan Program, and the Women In Transition Program. Additionally, the History department interacts with other disciplines whenever possible. History courses are an important component in Skyline College Learning Communities. For example:

History 244 - ASTEP: The African American Experience

History 444 - The African Diaspora Studies Component of the International Studies Program

Individual faculty members support integrated projects on campus. Common Ground, Bridging Community and Ideas is the brainchild of Rosemary Bell, History faculty and Lori Slicton, Anthropology program. Presentations included:

Who Are We...Fascinating Rhythms: Sp '2007, sponsored by SEED

Common Ground: Who Are We? We Are Everyone! F' 2007 (President Innovation Fund)

This program was designed to encourage understanding and open-mindedness on issues of diversity the Skyline Campus. Activities included: photo collage, video presentation, lecture series, student panel, and lecture presentation by Nina Jablonski, Ph.D. concerning race and culture.

Rosemary Bell

"History of Marriage" lecture, Gay Straight Alliance presentation on Proposition 8, October, 2008.

"History of Angel Island" talk, Psychology and English Learning Communities, April, 2009

George Buckingham

Because historians work within an interdisciplinary framework, many assign cross-campus presentations when they intersect with their individual SLO's. George Buckingham assigned projects for the following activities (A) Carlos Lopez, "Chileans in the Gold Rust." Sept. 2007. (B) James Houston, "The Other 49ers: Untold Stories from the California Gold Rush." Oct. 2007. (C) Panel discussion on "El Dia de los Muertes en Mexico." Nov. 2007. (D) Ruthanne Lum McCuna, "Women of the Gold Rush." (E) George Wright and Masao Suzuki, "Teach in on the Economy." Oct. 2008. (F) R.J. Reed Black Inventors Exhibit. Feb. 2009 (G) Michael Krasny, Sound Ideas, April 2009. (H) Harambe-An Evening with Grace Kuto, Sept 2009. (I) Mistress of Spices presentation on the Anthropology of Food, Sept 2009. (J) Ongoing support for Library Oral History Projects.

Community Presentations. Aside from a general museum assignment that is given to students, where students have the ability to choose a museum to visit, I have given assignments for Student to Visit

(1) The Courtly Art of the Maya 2005.

(2) Hatshepsut 2006.

(3) Images from Egypt 2008.

These are just representative examples.

The History department regularly works with the Library Staff. Workshops on research methods, and the use of current technology offers students support necessary for successful completion of their course requirements.

The History department consistently works with all other support programs for students on campus. We utilize numerous Student Service Programs. These include, but are not limited to:

1. ASTEP- a program designed for African American and other students to increase their chances of staying in college, and transferring to a four-year institution.
2. Disabled Students Services Program (DSPS) offers services to students with learning, physical, and psychological disabilities.
3. The Learning Center - offers assistance with writing projects for their history courses. Tutoring is available for history students.
4. Puente Program - a program designed for Latino/Latina and other students to increase their academic success.
5. Writing Center - students are required to rewrite assignments with the assistance of a Writing Center faculty member from the English department.

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

Fall 2007 statistics report the following ethnic breakdown for the Skyline campus:

African American	3%
Asian	26%
Filipino	19%
Hispanic	19%
White	22%
Other/Unreported	7%

Office of Planning, Research and Institutional Effectiveness, F 2007

Our faculty reflects the demographics of the Skyline College community.

The faculty of the history department is itself diverse with an Hispanic, Asian, African American, and female as fulltime professors. Our adjunct faculty staff also represents the diverse community that we serve. The History department enrollment by ethnicity closely mirror's the college's overall ethnic breakdown.

Our student enrollment reflects the demographics of the Skyline College community.

Student Enrollment in History courses by Ethnicity

Term	African American	Asian	Filipino	Hispanic	White	Other/Unreported
2006/07	4%	25%	20%	19%	21%	10%
2007/08	4%	24%	21%	21%	20%	10%
2008/09	5%	22%	22%	19%	21%	12%

We offer a plethora of history courses which include American history, African American history, Asian history, history of ethnic groups, history of Filipinos, and Women and the American Experience. Since 2006 we have added courses in the History/Politics of the Middle East, Great Cities of the World and in Spring 2010, a course in Sub-Saharan Africa to compliment the African Diaspora Program.

Our commitment to offering history courses to all students regardless of physical or learning disabilities, ESL student or other basic 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 without feeling intimidated or self-conscious.

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

1. In 2004, a self-study was conducted and presented to the Curriculum Committee. It was apparent from surveys conducted by the Office of Research that students wanted more than the standard history courses offered for transfer. As our demographics changed, and as other areas became crucial to understanding world history, we have added:

1. History 109, European History Since 1945
2. History 335, History and Politics of the Middle East
3. History 444, Sub-Saharan Africa
4. History 461, 462, 463, 464 Great Cities of the World

2. In the 2004 self-study, one goal for improvement was an increase in the use of technology. We are moving successfully in that direction, as noted below:

a. Online Courses: The History department now offers History courses online. These courses are the traditional American History and Institutions requirement courses, History 201 and 310. They are offered F, Sp, and summer session.

b. Technology in the classroom: The majority of classrooms used by the History faculty are "smart classrooms." The department has implemented technology that includes powerpoint presentations, YouTube, and other media to enhance teaching.

c. The majority of history department instructors have interactive websites. Included on the websites are course syllabi, bulletin boards as ways to correspond with students and post assignments, links to support services on campus, as well as links to outside historical resources.

d. The new email address system, miskyline@smccd.edu is also being utilized by some history instructors to correspond with students.

3. In the 2004 self-study, one goal was the hiring of a full-time faculty member. The History department hired a full-time faculty member, George Wright, PhD, in 2005, to replace Robert Henry, who resigned in 2004.

4. An area of improvement from our last self-study was to begin developing Student Learning Outcomes (SLOAC) for student and course assessment. We are successfully moving in that direction.

5. The department needs to purchase more CD-Roms for maps and ancillary equipment such as paper maps.

PART B: Student Learning Programs and Services

Overview

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

The department does not utilize advisory boards. George Buckingham belongs to the California Historical Society and the Asian Art Museum of San Francisco. Rosemary Bell has worked with Facing History and Ourselves in preparation for the Holocaust, and the Human and Civil Rights Honors courses.

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 impact of the Internet has also impacted our students regarding 24 hr. news globally. The History department feels a unique responsibility and takes its charge very seriously in educating students about current issues. Some instructors assign Contemporary Issue assignments focusing on major controversial events of the day. We are dedicated to encouraging students to develop a wide variety of viewpoints, ideas, and general understanding of this country and the world.

The History department offers courses to meet the requirements for the AA/AS degree, and transfer courses into the CSU and UC system. Courses are offered to meet the American History and Institutions requirement. Associates Degree Requirement Fulfillment

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Area#4 - Social and Behavioral Sciences

History 100, 101, 104, 106, 108#, 109, 201#, 202#, 203, 235, 240, 244, 248, 300, 310, 335, 420, 430, 432, 435, 453, 461, 462, 463, 464

U.S. History, Constitution and American ideals

Group A: U.S. History & U.S. Government

History 108, 201, 202, 235, 244

Group B: State & Local Government

History 240, 310

- U.C. transfer credit may be limited

The History department provides a solid foundation for history majors and those planning to transfer. San Francisco State University, a major feeder school for Skyline College requires two semesters of Western Civilization, two semesters of U.S. History, and two semesters of World Civilizations for students transferring as history majors. Our vast curriculum offerings meet the requirements of other CSU and UC schools.

Our curriculum helps prepare students for careers in government, international business, teaching, human services, or law. The critical thinking component of history also prepares students for any type of employment, or any professional school.

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

Comparing the course offerings from 2004, to those offered today it is apparent that the program has upgraded and expanded its offerings to meet the needs of the campus community. We have added the following courses since 2004 -

History 109, History of Europe Since 1945

History 300, History of San Francisco

History 335, History and Politics of the Middle East

History 444, Survey of Sub-Saharan Africa

History 461, 462, 463, 464, Great Cities of the World

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

1. The International Studies Program (ISP) has expanded its offerings since its inception in 2001. The history courses included in the ISP program include:

1. History 104, 106, World Civilizations I and II (Core courses)

2. History 435, History of the Philippines

3. History 432, Early Asian civilizations

4. History 335, History and Politics of the Middle East, Middle Eastern Studies

5. History 109, Europe Since 1945, European Studies

6. History 444, Survey of Sub-Saharan Africa, African Studies

7. History 461-464, Great Cities of the World (courses rotate)

As stated in the Overview section of this review, the ethnic diversity of Skyline College is reflected in courses offered by the History department. Also, Fall 2007 statistics show that 53% of Skyline students are female, 43% are male. Our course offerings reflect this statistic.

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

All history courses have been reviewed and updated.

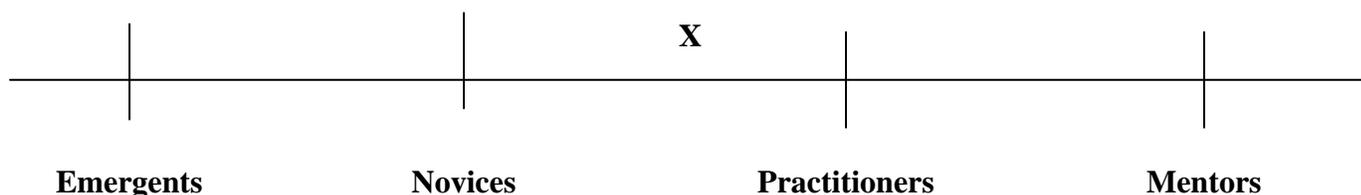
5. *If external accreditation or certification is required, please state the certifying agency and status of the program. Not applicable.*

Student Learning Outcomes & Assessment

1. *Where on the continuum do you believe your department is on the SLOAC Initiative?*

Emergents	Novices	Practitioners	Mentors
<ul style="list-style-type: none"> • Learning and discovering • Gathering information • Attending workshops 	<ul style="list-style-type: none"> • Beginning a dialogue • Drafting SLOs • Drafting assessment plans • Taking inventory of assessments • Creating instruments for assessment 	<ul style="list-style-type: none"> • Engaging in widespread dialogue • Implementing assessment plans • Refining SLOs • Reviewing outcome data and discussing implications 	<ul style="list-style-type: none"> • Facilitating discussions and generating new dialogue • Conducting workshops • Lending assistance

Mark an X on the continuum and briefly comment.



2. *Highlight any major findings and resulting course or program modifications.*

The History faculty relies on various methods to assess student success. Assessment tools include short-answer writing assignments; 8-10 page primary resource document term papers; group project presentations; map and geography tests, multiple-choice and crossword puzzle tests.

SLO's have also been developed and implemented for History 100, 108, 201, 202, 203, 310, and 420. Examples below:

James Wong - Class Pre-Tests for History 108, and 201

A pre-test, which I announce as a challenge, is administered either on the first day of instruction or second class of instruction. The challenge is given students on the first day of instruction for classes meeting only once a week since these classes meet usually for three hours. The challenge is given on the second class of instruction for all other classes.

This pre-test, or challenge, covers a map quiz where the student are asked to identify all fifty (50) states of the United States. Additionally, the students are asked to answers covering American civics and California civics as well as general questions on American and California history. These questions also pertain to current events.

Reasons For Pre-Test Challenge

1. Assess what students have learned in high school about United States geography, history and government.
 - a. Most students score less than 50% correct.
 - b. Rarely has a student been able to identify all fifty states or acquire a perfect score on the civics portion.
2. Assess what recently-arrived immigrants know about United States' geography, history and government.
 - a. Most students score less than 50% correct.
 - b. Rarely has a student been able to identify all fifty states or acquire a perfect score on the civics portion.
3. Stress the importance of knowing about geography and government in understanding history.
4. Students will be tested again during the semester and at the end of semester on the same civics information and US map of states.
 - a. Nearly 90% of the students, whether American-born or foreign-born, remaining in the course at the end of the semester obtain a perfect score.

Rosemary Bell uses an assessment tool in her Honors courses, regardless of the course. Group projects are assigned. Each group will have a topic that they will explore and present to the class. The group receives a grade, and individual grades are also assigned. Students will also write a two-page, double-spaced, evaluation of yourself, and your participation in the group process.

Assessment is described below:

It's important that you reflect on your role in the group process.

1. Explain how you collected and organized your data.
2. Describe how your group worked together.
3. What was your role?
4. Did you feel you worked up to your potential? Why or why not?
5. If you had to do it over again, what would you do differently?
6. What are two things you learned about yourself in this process?

George Buckingham uses SLO assessments for History courses 100, 108, 310, 420.

The History department is currently reviewing and is considering the adaptation of an 'indirect measure of course' exit survey conducted by the Administration of Justice Program. The purpose of this survey is to assess the degree to which students feel they have academically benefited by taking the course. Results will be used to correct course weaknesses, and/or refine course strengths. (Administration of Justice, Student ADMJ Course Exit Survey).

3. *What additional resources are needed to implement the plan?*

We continue to work on incorporating SLOAC assessment components into regular

semester coursework. The SLOAC committee provides an abundance of information, models, workshops, and mentors to assist us in refining our assessment tools. Full-time, as well as adjunct faculty, need to access these resources on a continual basis.

PART C: Resources

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 - Professor

Curriculum development

1. Honors Program curriculum development -
History Honors 201, Slavery and the Civil War
History Honors 202, Human and Civil Rights
History 109, Europe Since 1945
History 335, History and Politics of the Middle East
History 444, Survey of Sub-Saharan Africa
History 461, 462, 463, 464, Great Cities of the World
2. Sabbatical- Spring 2006 - Paris, France, Munich, Germany, London, England
 - a. Dachau Concentration Camp
 - b. Holocaust Museum, Paris, France
 - c. Holocaust Museum, London, England
 - d. British War Museum
 - e. British Museum
 - f. National Gallery
 - g. Holocaust Museum, Washington, DC
 - h. Ellis Island, New York

Rosemary Bell - Publications and Projects

- "Off the Beaten Path: The 12th Arrondissement, France On Your Own, Fall, 2006
"Dachau: Wordless Experiences, Fall, 2006 (Internet)
"Traveling Transformations: A Life Changing Experience, Fall, 2006 (Internet)
3. President's Innovation Fund Common Ground, Bridging Community and Ideas- 2007-2008,
Who Are We? Fascinating Rhythms - Fall, 2007
Who Are We? We Are Everyone! - Spring, 2008
 4. SEED Coordinator, 2006-2008
 5. SEED Advisory Committee, 2006-2008
 6. Division representative on the Scholarship Committee, 2007-present
 7. Angel Island participant - 2007/2009
 8. On Course participant - January 2008
 9. Basic Skills Initiative Advisory Board - 2007/2008
 10. Honor's Program Mentor, Stanford University Honor's Symposium - Spring 2008
 11. Faculty Advisor, Gay Straight Alliance - 2006
 12. Faculty Advisor, Volunteer Society - on going
 13. Honors Program Advisory Board -on going

14. International Studies Program Advisory Committee- on going
15. George Wright's Hiring Committee - 2005

George Buckingham - Professor

1. Tenure Review- 2005/6, 2006/7, 2007/8, 2008/9, 2009/10.
2. Health and Safety Committee- 2006/7
3. Educational Policy Committee 2005/6
4. George Wright's Hiring Committee 2005

Personal visits:

2009-

1. Samurai Exhibit at Asian Art Museum
2. Page Museum Los Angeles La Brea Tar Pits
- 3 California Forestry Seminar on wise forest used and maintenance
4. Lincoln in California 1861-65 Cal. State Museum
5. California State Indian Museum
6. Chinese Laborers in Lake Chabot Area at Cal. State East Bay

2007- England/Wales

1. British Museum
2. Imperial War Museum-Holocaust exhibit
3. Tower of London/Regimental Army Museum
4. St. Paul's Cath. Museum
5. Bath Museum from the Roman Period
6. Salisbury Cathedral and Museum.
7. Roman Ruins in Wales and Museums
8. Cardiff Castle and Museum

2006-

1. Fort Vancouver Washington Museum
2. Science Fiction Museum in Seattle Wash.
3. Anthropology Museum at the University of BC.
4. Victoria Museum

Member of Organizations- California Historical Society, M.H. De Young Museum Society, Asian Art Museum Society

Teaching

1. History 100 for the first time
2. Honors History of California

James Wong - Professor

1. International Studies Program Advisory Committee
2. Coordinator of the International Studies Program

Sabbatical and related activities!!!

George Wright - Professor

Member, College Budget Committee, Skyline College, 2006-07
2007-08/2008-09/2009/10

Member, ASTEP (African-American Success Through Excellence and Persistence)
African-American Documentary Film Festival, February, 2007

“African-Americans and the Gold Rush,” Presentation, November, 2007.
“The Origins of the Current Economic Crisis,” Teach-In Presentation, November, 2008.
“The Attack on Public Education,” Rally Presentation, March, 2010.

George Wright, Publications and Projects

1. “ASTEP: African-American Success Through Excellence and Persistence,” Video Documentary, May, 2009.
2. “The Obama Presidency: Clues as to How he Might Govern,” *The Black Commentator*, November, 13, 2008, Internet Source.
3. “A Black Man as President of the United States: What’s Going On?: Why Barack Obama Might become President!,” *The Black Commentator*, February 15, 2008, Internet Source.
4. “The Call to Boycott the Beijing ‘Genocide Olympics,’” How the ‘Stop Darfur’ Movement Aids the US Drive for Hegemony,” *The Black Commentator*, April 5, 2007, Internet Source.
5. *The Autobiography of Stan Wright: Forty Years in the “Good Old Boy” Network As Told to George Wright*, (San Francisco: Pacifica Sports Research Institute, 2005).

History Department productivity has increased since the 2004 program review. Statistics will be provided elsewhere, however, FTES rose from 246.54 in 2005/06, to 300.45 in 2008/09.

Considering we are serving more students, the History department has had a very productive five years. Included in this is the development of eight new courses, and new areas of study in the International Studies Program. Common Ground: Bridging Community and Ideas has received funding from the President's Innovation Fund in 2005, 2007, and 2008. The department completed successful tenure review process for one fulltime faculty; and has initiated an agreement with San Francisco State University's History Program's Student Teaching Internship Program.

The History Department needs to reach out to other Bay Area universities, both public and private regarding student teaching assignments. A formalized mentorship program needs to be established for student teachers, and adjunct faculty.

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

Tenured History faculty participates in the interview process for new adjunct instructors. Once a decision has been made to hire a new adjunct, the Dean familiarizes the new faculty with college policies and procedures. There is no mentorship program currently in place in the history department. Regular, but no formal interactions occur between tenured faculty and adjuncts, unless there is a student teacher/mentor arrangement. Tutors are mentored on an individual basis, as needed, as are student workers.

3. *If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.*
Our pool of adjunct faculty comes primarily from our feeder schools: San Francisco State University, and San Jose State University. Adjuncts who work at other schools in the district are also employed at Skyline College. Faculty members are also recruited through the Human Resources Department at the College District Office. Recommendations from full-time faculty are also used for recruitment purposes.

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.*

Equipment in smart classrooms needs on-going maintenance. Many instructors use the same classrooms, and there are often problems with equipment left on by some instructors. Oftentimes, ITS must be called during class because equipment doesn't work. For example, room 1219B's media equipment is antiquated. Upgrades are necessary to bring quality technology for students, as well as faculty.

2. *List projected needs.*

1. Electronic classrooms will be crucial to the success of the history program.
2. Video/sound recording equipment that is well maintained.
3. CD-Rom interactive maps.
4. Wall maps

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

As mentioned earlier, the history faculty relies strongly on smart classrooms. Smart classrooms allow faculty to have power point presentations, images, the Internet, music, YouTube, and DVD/VHS' available to students. Faculty utilize laptops, or uses the equipment supplied by the college. Also, some college equipment is antiquated, so it is assumed that the technology is not current in comparison to other colleges, business, or industry.

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

The history program does not receive direct support from industry. However, the President's Innovation Fund has sponsored three projects of Rosemary Bell's over the course of the past three years. The amount of funding totaled \$26, 000.

Budget Request

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

Long term planning is impossible from an operational standpoint, considering the capricious funding for the community college system in general. The last time this department submitted a self-study was 2004, when we were recruiting students. Today, we are accepting students above the cap, and these additional students have not be funded by the state. That being said, the History department requests the following:

1. The hiring of a full-time faculty member, since one of our full-timer's has a reduced course load. In addition, with the statewide budget cuts to education, our college is taking a major overload of students from the CSU and UC system. Larger classes, and an increase in faculty load make it more difficult to give individual attention to students.
2. Electronic "smart" classrooms upgrades.
3. Library of videos, CD Rom interactive maps for department use.
4. A tutor in the Learning Center. See #1 above.
5. Updated desktop/laptop computers and printers are necessary for all faculty members to stay current.

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

PART D: Leadership and Governance

1. *What leadership roles do the faculty and staff of your program hold in the college?*

Rosemary Bell

1. Department Hiring Committee - 2005
1. SEED Coordinator, 2006-2008
2. SEED Advisory Committee, 2006-2008
3. International Studies Program Advisory Committee- on going
4. Honors Program Advisory Board -on going
5. Division representative on the Scholarship Committee, 2007-present
6. Basic Skills Initiative Advisory Board - 2007/2008
7. ISLO, Lifelong Wellness Task Force - 2009/2010
8. Co-Coordinator, Common Ground: Bridging Community and Ideas - on going

George Buckingham

1. Tenure Review- 2005/6, 2006/7, 2007/8, 2008/9, 2009/10.
2. Health and Safety- 2006/7
3. Ed. Policy 2005/6
4. Department Hiring Committee - 2005

James Wong

George Wright

1. Member, College Budget Committee, Skyline College, 2006-07/2007-08/2008-09/2009/10
2. Member, ASTEP (African-American Success Through Excellence and Persistence)

2. *How do the faculty and staff in your program participate in the governance processes of the college/district?*

1. Member, College Budget Committee
2. Member, Educational Policy Committee
3. Member, Health and Safety Committee
4. Member, Basic Skills Initiative Advisory Board
5. Member, Lifelong Wellness Task Force

3. *How do the faculty and staff in your program exercise initiative/leadership in improving practices and services related to the program?*

Both full-time and adjunct history instructors are an integral part of the Skyline College community. The full-time faculty members are dedicated to mentoring prospective student

teachers through our association with SFSU's Student Teaching Internship Program. Full-time instructors have also taken the initiative in mentoring current adjunct faculty when appropriate.

Full-time (FT) faculty continues to work closely with the Student Services Division of the college. Two FT faculty teach in the ASTEP Program, and three FT faculty teach in the Honor's Transfer Program.

Adjunct faculty professor, John Ulloa has participated in the SEED event, "Who Are We: Fascinating Rhythms" with his Afro-Cuban band.

PART E: Action Plan

1. Describe the program's plan for addressing areas of improvement.

Considering the community college system will be asked to bear more of the burden of budget cuts within the next few years, and the campus has had to cut over one million dollars from our operational budget, the History department feels strongly that we have very successful with the resources allocated.

The History Department has one of the highest LOADS in the Social Science/Creative Arts Division. We anticipate this LOAD will increase as the CSU and UC system continue to turn away students due to budget constraints. Currently, we have three full-time faculty members, and one faculty member that has an 80% load. An additional full-time faculty member will greatly enhance our ability to offer more courses on a continual basis. For example, History 248, Women in America, has only been taught once since it was adopted in 2005. Other courses such as History 461- 464, Great Cities of the World cannot be offered routinely because of the need for other courses such as History 201 and 202, which fulfill the American History and Institution requirements.

The History Department should make a concerted effort to work more closely with the History Department of San Francisco State University Master's Program. Student teachers can be assets in the classroom. They can offer tutoring support, and classroom support.

Since written communication is increasingly important in today's society, the History department should consider working more closely with the English program and the Writing Center, to develop and expand a student's ability to think and write critically.

The History department needs to examine and create strategies on how to improve our success and retention rates in all courses.

Finally, the department needs to develop and implement Student Learning Outcomes and Assessments (SLOAC's) for all courses. Full-time and adjunct faculty members should be included in this process.

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.

Year	2007	2008	2009
WSCH	3,287	3,512	4,383

Please comment on program enrollment and expected trends.

The History department has seen a 75% increase in our WSCH from 3,287 in 2007 to 4,383 in 2009. This impressive growth may be due to:

1. The increase in new courses, such as Survey of Sub-Saharan Africa, History/Politics of the Middle East, or Great Cities of the World, have seen high enrollment.
- 2 Approximately, 71% of Skyline students transfer to four year schools. Since History 201 and 202 fulfill the American History and Institutions requirement, they are focused on below. The enrollment in History 201, U.S. History I, and History 202, U.S. History 2, have steadily increased since 2007.

In Fall, 2007 the WSCH in History 201 was 804. In Fall, 2008 the WSCH in History 201 was 888. This is the course that the majority of students take to fulfill a portion of the American History and Institutions requirement.

The History department also offers the following courses to fulfill the Ethnic Diversity requirement for the AA/AS degree:

History 104, 106, 235, 240, 244, 335, 420, 430, 432, 435, 444, 453.

FTE and WSCH/FTE (LOAD)

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

Year	2007	2008	2009
FTE	5.80	5.70	6.40
WSCH/FTE	567	616	685

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

In Fall, 2007 the FTE and WSCH/FTE (Load) in History 201 was 670. In Fall, 2008 the FTE and WSCH/FTE (Load) in History 201 was 740, and in Fall, 2009 the FTE and WSCH/FTE (Load) in History 201 was 749.*

In Fall, 2007 the FTE and WSCH/FTE (Load) in History 202 was 405. In Fall, 2008 the FTE and WSCH/FTE (Load) in History 202 was 555, and in Fall, 2009 the FTE and WSCH/FTE (Load) in History 202 was 541.*

Please note that with a limited budget, the Load in these two AH&I required courses continues to rise.

* - These numbers include Honors courses, where the cap per class is 30 students.

This upward trend will certainly continue as Skyline College is attracting students from other Bay Area community colleges, Bay Area CSU and UC's. This upward trend will continue because of budget cuts within the California educational system in the foreseeable future.

College Trends v. History Department

The overall Load for the college in Fall 2007 was 563, compared with 567 for the History department. In Fall 2008, the History department's Load was 616, as compared to the college's overall Load of 592. Fall 2009 sees an even larger increase for the History department, with a Load of 685, compared to 635 college-wide. Considering the limited resources available, the History department has been on an upward trend, and we see this trend continuing in the next few years.

Retention and Success

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

Year	2006/07	2007/08/09	2008/09
Retention	74%	74%	78%
Success	55%	56%	59%

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 History department is pleased tht our retention and success rate increased by 4% from 2006 to 2009. The History department believes this may be due to the

Recommended English requirement, English 100, 105 or the equivalent being enforced in all history courses. Other reasons include:

1. Early Warning Notices being sent to students who are not successfully fulfilling course requirements.
2. Faculty/student conferences.
3. Use of the Writing Laboratory/Learning Center support services.
4. Re-assessment of course material to correct course weaknesses and reinforce course strengths.
5. History faculty works closely with ASTEP, a program that aims to ensure African-American success and transfer.
6. History faculty works closely with The Kababayan Program, a support program for Filipino students to increase proficiency in English skills for success in college, work and life.
7. History faculty works closely with The Puente Program, which provides English instruction and counseling.

The College's Success Rate by Ethnicity:

2006/2007

African American - 82%

Asian - 83%

Filipino - 80%

Hispanic -82%

Native American - 84%

Other -81%

White -87%

Unreported -84%

2007/08

African American - 78%

Asian -83%

Filipino -80%

Hispanic - 80%

Native American 80%

Other -83%

White - 86%

Unreported - 81%

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The History department has been successful in increasing the success rate by ethnicity in the following demographics:

African American - 5% increase from 76% to 81% (2007/08-2008/09).

Asian - 7% increase from 70-76% (2007/08-2008/09.)

Filipino - 8% increase from 68-76% (2007/08-2008/09). This group represents our biggest increase.

Hispanic - 4% increase from 72-76% (2007-08-2008/09).

This success rate increase is due to offering more courses tailored to the particular demographics. In addition, early warning notices, use of college support services such as counseling, the Learning Center and Writing Center, and DSPS services support the history faculty's determination in helping students successfully complete their history courses.

Program Review - Resource Needs Summary Table

Program _____

	Needs	Notes
Personnel	<ol style="list-style-type: none"> 1. Hire of full-time history instructor 2. Permanent student teaching instructor program in conjunction with San Francisco State University 3. 4. 	<ol style="list-style-type: none"> 1. The History department currently has three full-time instructors, and one 80% course load instructor. 2. Student Teaching instruction program needs to be supported by all full-time instructors
Equipment	<ol style="list-style-type: none"> 1. Updated desktop/laptop computers and printers for all full-time and adjunct faculty members 2. Interactive websites for all faculty members 3. 4. 	<ol style="list-style-type: none"> 1. With the rapid change in technology, computers with more memory, speed and other features are needed to run videos and audio. 2. The ability to communicate with our students is enhanced when the faculty member has an interactive website. Included would be course syllabi for the semester, links to various resources, and a bulletin board for students to access in off hours.
Facilities	<ol style="list-style-type: none"> 1. History faculty needs access to "smart classrooms" which should be equipped with the latest in technology. 2. 	<ol style="list-style-type: none"> 1. Smart classroom technology is grossly inadequate. Equipment is poorly maintained, and sorely outdated.

Program Review - Resource Needs Summary Table

Program _____

	Needs	Notes
	3. 4.	