

History Program Review 2012-2013

1. Program/Department Description

1A. Description

Through the critical evaluation of the causes and significance of events in the past, students of history learn about the individuals, ideas, actions, and events that have shaped our present. History teaches students to find and interpret relevant information and to evaluate the authority and bias of information. It promotes an understanding of cultures and societies from the past while it helps students consider their own identities in the world of today. A student graduating with an Associate of Arts degree in History will usually transfer to a four-year institution to complete a Bachelor's Degree. History is an excellent preparation for careers in teaching, law, business, communications, journalism, librarianship, archival and research work, public administration and a wide variety of public service and government careers. Professional schools in these and related fields are looking for students who can weigh conflicting evidence, evaluate alternative courses of action or divergent points of view, and express conclusions logically and clearly. For students that are not majoring in History, this subject area meets important transfer requirements and promotes a basic understanding of the world.

Degrees/Certificates

Program's courses are designed to articulate to UC and CSU for transfer students.

1B. 2012-2013 Estimated Costs (Certificate of Achievement ONLY)

Required for Gainful Employment regulations.

	Cost		Cost		Cost		Cost
Enrollment Fees		Enrollment Fees					
Books/Supplies		Books/Supplies					
Total		Total		Total		Total	

1C. Criteria Used for Admission

1D. College Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

1E. College Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching

History Program Review **2012-2013**

methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

1F. College Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

1G. Program/Department Significant Events (Strengths and Successes)

Within the past three years the History program and department has substantially retooled and reshaped itself with the replacement of two retirees and the hiring of three full-time history instructors. There is a strong possibility that one full time instructor will retire this academic year.

These three instructors, well experienced in local, regional and even international venues, combined with the sagacious leadership of the remaining long-time member of and current chair of the history department provide a depth of experience, a variety of expertise and hard-earned pedagogical expertise that create unique and abundant learning opportunities for Ventura College students.

History Program Review 2012-2013

The infusion of new faculty blood has also fueled the creation and the continuation of the History Club and Pre-Law club for students interested in studying, focusing on and intending majors in history or potentially seeking law degrees. Both of the previously-part time faculty who are not full-time faculty have worked closely with this group of students and hosted and organized historical walking tours of both Los Angeles and Santa Barbara and several very successful History Movie Nights.

K. Organizational Structure

President: Robin Calote

Executive Vice President: Ramiro Sanchez

Dean: Gwendolyn Lewis Huddleston

Department Chair: Ismael de la Rocha

Instructors and Staff

Name	Coffey, Colleen
Classification	Assistant Professor
Year Hired	2011
Years of Work-Related Experience	9
Degrees/Credentials	A.A., B.A., M.A.

Name	Corbett, Scott
Classification	Professor
Year Hired	1996
Years of Work-Related Experience	27
Degrees/Credentials	B.A., M.A., Ph.D.

Name	Ismael de la Rocha
Classification	Professor
Year Hired	1974
Years of Work-Related Experience	38
Degrees/Credentials	B.A., M.A.

Name	Michael Ward
Classification	Assistant Professor
Year Hired	2011
Years of Work-Related Experience	13
Degrees/Credentials	A.A., B.A., M.A., Ph.D.

History Program Review 2012-2013

2. Performance Expectations

2A. Student Learning Outcomes

2A1. **2012-2013** - Institutional Student Learning Outcomes

1. Communication - written, oral and visual
2. Reasoning - scientific and quantitative
3. Critical thinking and problem solving
4. Information literacy
5. Personal/community awareness and academic/career responsibilities

2A2. **2012-2013** - Program Level Student Learning Outcomes

For programs/departments offering degrees and/or certificates

1. Students will demonstrate an understanding of the effects of the time and place on shaping and molding the human experience.

2. Students will appraise the significance of specific people, places and events in understanding the larger trends and themes of history.

3. Students will assess and/or evaluate the causes and effects of trends and historical development over time.

2A3. **2012-2013** - Course Level Student Learning Outcomes

Attached to program review (See appendices).

2B. **2012-2013** Student SUCCESS Outcomes

Given the fact that the program's retention rate has been in excess of 80% and closely mirrors the college's retention rate, the program will seek to maintain its retention rate from the average of the **program's** prior three-year retention rate.

The program will maintain its retention rate from the average of the **college's** prior three-year retention rate.

Given the fact that the program's success rate has exceeded 70% each year for three years the program will seek to maintain or to increase that rate by 2%.

The program will maintain or seek to surpass the student success rates from the average of the **college's** prior three-year success rates.

History Program Review 2012-2013

2C. 2012-2013 Program OPERATING Outcomes

1.

A5: Interpretation of the Program Budget Information

In the academic year 09-10 two full-time historians were hired. One was the replacement for a retiree and the second was hired on the basis of the WSCH and load being generated by the department. The additional expenses account for the bump in the department's annual budget from \$333,399 to \$427,688. Conversely the addition of two full-time instructors depressed the part-time expenses from \$367,343 to \$310,573. Still as the staffing of the program has stabilized, the FY 11 expenses of \$425,179 for full-time faculty services is a small savings of \$2,509 and the part-time expenses recouped some \$16,182 (from the peak of \$367,343 to \$351,161

The potential for growth has remained with the new MCW building with its large enrollment classroom, plus the large lecture rooms in the MAC building. Higher enrollments will produce greater FTES and additional monies.

2D. Mapping of Student Learning Outcomes - Refer to TracDat

3. Operating Information

3A. Productivity Terminology Table

Sections	A credit or non-credit class. Does not include not-for-credit classes (community education).
Census	Number of students enrolled at census (typically the 4 th week of class for fall and spring).
FTES	Full Time Equivalent Students A student in the classroom 15 hours/week for 35 weeks (or two semesters) = 525 student contact hours. 525 student contact hours = 1 FTES. Example: 400 student contact hours = $400/525 = 0.762$ FTES. The State apportionment process and District allocation model both use FTES as the primary funding criterion.
FTEF	Full Time Equivalent Faculty

History Program Review 2012-2013

	<p>A faculty member teaching 15 units for two semesters (30 units for the year) = 1 FTE. Example: a 6 unit assignment = $6/30 = 0.20$ FTEF (annual). The college also computes semester FTEF by changing the denominator to 15 units. However, in the program review data, all FTE is annual.</p> <p>FTEF includes both Full-Time Faculty and Part-Time Faculty.</p> <p>FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty). This deviates from the prior practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly represent faculty productivity and associated costs.</p>
Cross Listed FTEF	FTEF is assigned to all faculty teaching cross-listed sections. The FTEF assignment is proportional to the number of students enrolled at census. This deviates from the practice of assigning load only to the primary section. It is necessary to account for these cross-listed assignments to properly represent faculty productivity and associated costs.
XL FTE	<p>Extra Large FTE: This is the calculated assignment for faculty assigned to extra large sections (greater than 60 census enrollments). The current practice is not to assign FTE. Example: if census > 60, 50% of the section FTE assignment for each additional group of 25 (additional tiers).</p>
WSCH	<p>Weekly Student Contact Hours</p> <p>The term "WSCH" is used as a total for weekly student contact hours AND as the ratio of the total WSCH divided by assigned FTEF.</p> <p>Example: 20 sections of 40 students at census enrolled for 3 hours per week taught by 4.00 FTEF faculty. $(20 \times 40 \times 3) = 2,400$ WSCH / 4.00 FTEF = 600 WSCH/FTEF.</p>
WSCH to FTES	<p>Using the example above: $2,400$ WSCH x 35 weeks = 84,000 student contact hours = $84,000 / 525 = 160$ FTES (see FTES definition).</p> <p>Simplified Formulas: $FTES = WSCH/15$ or $WSCH = FTES \times 15$</p>
District Goal	<p>Program WSCH ratio goal. WSCH/FTEF</p> <p>The District goal was set in 2006 to recognize the differences in program productivity.</p>

3B: Student Success Terminology

Census	Number of students enrolled at Census (typically the 4 th week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
Retain	<p>Students completing the class with any grade other than W or DR divided by Census</p> <p>Example: 40 students enrolled, 5 students dropped prior to census, 35 students were enrolled at census, 25 students completed the class with a grade other than W or DR: Retention Rate = $25/35 = 71\%$</p>
Success	<p>Students completing the class with grades A, B, C, CR or P divided by Census</p> <p>Excludes students with grades D, F, or NC.</p>

Program specific data was provided in Section 3 for all programs last year. This year, please refer to the data sources available at http://www.venturacollege.edu/faculty_staff/academic_resources/program_review.shtml

History Program Review 2012-2013

In addition, the 2011-2012 program review documents will provide examples of last year's data and interpretations.

3C: 2012 - 2013 Please provide program interpretation for the following:

3C1: Interpretation of the Program Budget Information

Program budget is 100% staff.

3C2: Interpretation of the Program Inventory Information

There is no inventory for the Program.

3C3: Interpretation of the Program Productivity Information

College Productivity by Year	FY09	FY10	FY11	3 Yr Avg	FY12	Change
Sections	3,183	2,915	2,714	2,937	2,618	-11%
Census	96,539	98,849	92,283	95,890	88,574	-8%
FTES	11,509	11,418	11,048	11,325	10,624	-6%
FT Faculty	111.94	113.42	117.98	114.44	126.28	10%
PT Faculty	194.37	179.71	167.85	180.64	158.76	-12%
XL Faculty	18.43	20.50	17.92	18.95	14.31	-24%
Total Faculty	324.74	313.63	303.74	314.03	299.36	-5%

Program Name: History

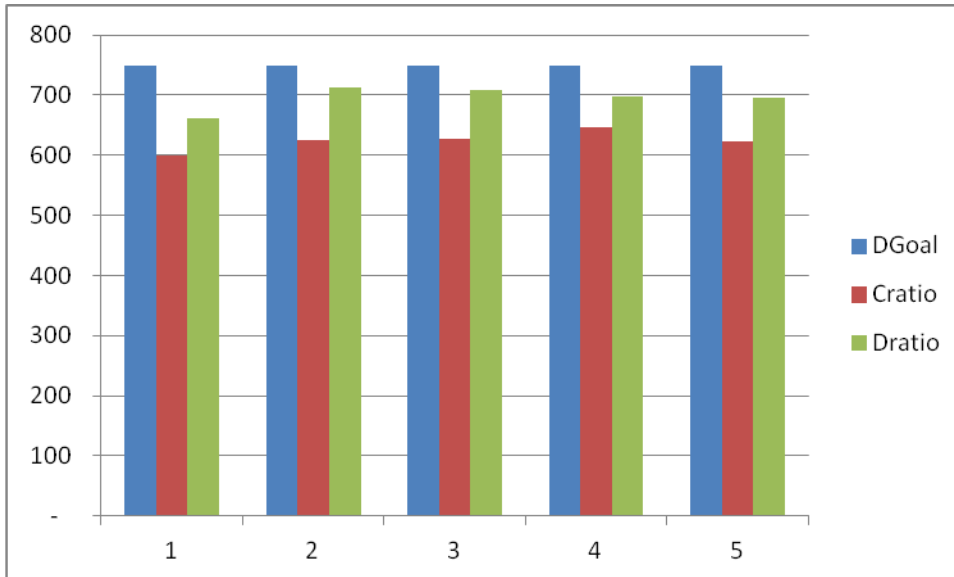
Subject	FY	Sections	Census	FTES	FT Faculty	PT Faculty	XL Faculty	Total Faculty
History	9	97	4,231	418	2.34	7.12	1	10.46
History	10	93	4,374	433	3.35	5.76	1.25	10.37
History	11	92	4,183	414	3.01	5.75	1.15	9.91

History Program Review 2012-2013

History	3 Year Avg	94	4,263	422	2.9	6.21	1.13	10.24
History	12	91	4,122	408	3.06	5.71	0.7	9.47
History	Change	(-0.03)	(-0.03)	(-0.03)	5%	-8%	-38%	-8%

Program Name: History

Subject	FY 9	FY 10	FY 11	FY 12	4 yr Total
WSCH	6,267	6,490	6,214	6,123	6,273.50
DGoal	750	750	750	750	750
CRatio	599	626	627	647	624
DRatio	662	712	709	698	695



3C4: Interpretation of the Program Course Productivity Information

History Program Review 2012-2013

3C5: Interpretation of Program Retention, Student Success, and Grade Distribution

The student success rate and the grade distribution for FY 2012 is quite comparable to what it was in FY 2011.

Year	% of students completing	% student achieving success	Grade of A	Grade of B	Grade of C
FY 2011	86%	71%	34%	22%	15%
FY 2012	86%	71%	29%	24%	18%

3C6: Interpretation of the Program Completion Information

Because of budgetary cuts, in the Fall 2009, the number of history sections were reduced from 97 to 93 thus bring forth the onset of larger classes and the demand for large classrooms or online courses.

Comparing developments within the History program with the overall trends at the college we can see that the total number of sections offered in the History program trended downward by 5% representing the History program's attempt to contribute to the budget solutions plaguing the college in recent years. With the faculty and staffing changes the total result was a -3% decline in the total history faculty (full and part-time FTEF combined). Yet the History program's productivity improved a bit by increasing their FTES by 2% as the college's overall FTES declined by about 1%. Hence, in the midst of staffing changes and the inevitable process of acclimation for and by new faculty, the History program staff were able to at least maintain their previous levels of productivity if not improve upon them slightly. Finally, in comparing the program's WSCH to the college's WSCH we can see that the program was achieving a slightly higher WSCH than the college as a whole.

3C7: Interpretation of the Program Demographic Information

The Data shows that student enrollment in the History Program closely mirrors the demographics of the student enrollments in the college as a whole and all of its programs.

History Program Review 2012-2013

4. Performance Assessment

4A1: 2012-2013 Institutional Level Student Learning Outcomes

Institutional Level Student Learning Outcome 1	Performance Indicators
Communication	70% of students will perform satisfactory or better.
Operating Information	
This ISLO will be assessed in History 1A-B, 7A-B, 18A-B in the Academic year 2012-13	
Analysis – Assessment	
Has not been assessed.	

Institutional Level Student Learning Outcome 2	Performance Indicators
Reasoning – Scientific and Quantitative	Will not be assessed by the History Program.
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 3	Performance Indicators
--	------------------------

History Program Review 2012-2013

Critical Thinking and problem solving	This ISLO will be assessed in the Academic year 2013-14. Courses to include History 1A-B, 7A-B, 18A-B
Operating Information	
Assessment in the next cycle.	
Analysis – Assessment	

Institutional Level Student Learning Outcome 4	Performance Indicators
Information Literacy	ISLO will be assessed in Academic year 2014-15
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 5	Performance Indicators
Personal/community awareness and academic / career responsibilities	This ISLO will be assessed in Academic year 2015-16 and will include History 1A-B, 7A-B, 18A-B
Operating Information	
Analysis – Assessment	

4A2: 2012-2013 Program Level Student Learning Outcomes - For programs/departments offering degrees and/or certificates

History Program Review 2012-2013

Program-Level Student Learning Outcome 1	Performance Indicators
Students will demonstrate an understanding of the effects of time and place on shaping and molding the human experience.	70% of students in History 1A-B, 7A-B, and 18A-B will perform at 70% or better.
Operating Information	
The PSLO will be assessed in academic year 2012-13	
Analysis – Assessment	

Program-Level Student Learning Outcome 2	Performance Indicators
Students will appraise the significance of specific people, places and events in understanding the larger trends and themes of history.	70% Of students will perform at 70% or better.
Operating Information	
This PSLO will be assessed in Academic year 2013-14 and will include the following history courses: History 1A-B,7A-B, 18A-B.	
Analysis – Assessment	

Program-Level Student Learning Outcome 3	Performance Indicators
Students will assess and/or evaluate the cause and effect of trends and historical development over time.	70% of students will perform at 70% or better
Operating Information	
This PSLO will be assessed in academic year 2014-15	
Analysis – Assessment	

History Program Review 2012-2013

--

Program-Level Student Learning Outcome 4	Performance Indicators
Operating Information	
Analysis – Assessment	

Program-Level Student Learning Outcome 5	Performance Indicators
Operating Information	
Analysis – Assessment	

4A3: 2012-2013 Course Level Student Learning Outcomes - Refer to TracDat

4B: 2012-2013 Student Success Outcomes

Student Success Outcome 1	Performance Indicators
The program will increase its retention rate from the three year average.	Use three year average as base.
Operating Information	
FY 2012 rate was 86%. Three year average was 85%	
Analysis – Assessment	
The retention rate has improved	

Student Success Outcome 2	Performance Indicators
The student success rate will improve from the three	Use three year average as base.

History Program Review 2012-2013

year average	
Operating Information	
The Program success rate for 2012 was 71%. The three year average is 69%.	
Analysis – Assessment	
The Program success rate has improved	

4C. 2012-2013 Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
The Program will maintain WSCH/FTEF above the goal set by the College	
Operating Information	
The Program 2012 WSCH is 647 for FY 2012. The three year average is 627.	
Analysis – Assessment	
The program has surpassed the three year average in WSCH.	

Program Operating Outcome 2	Performance Indicators
NA	
Operating Information	
Analysis – Assessment	
No program inventory	

4D. Program Review Rubrics for Instructional Programs

Academic Programs

Point Value	Element	Score
Up to 6	Enrollment demand	6
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	4
Up to 4	Agreed-upon productivity rate	3
Up to 4	Retention rate	3
Up to 3	Success rate (passing with C or higher)	3

History Program Review 2012-2013

Up to 3	Ongoing and active participation in SLO assessment process	3
Total Points	Interpretation	
22 – 26	Program is current and vibrant with no further action recommendation	
18 – 21	Recommendation to attempt to strengthen the program	
Below 18	Recommendation to consider discontinuation of the program	

TOTAL

CTE Programs

Point Value	Element	Score
Up to 6	Enrollment demand	
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	NA
Up to 6	Program success (degree / certificate / proficiency award completion over 4 year period)	
Up to 4	Agreed-upon productivity rate	
Up to 4	Retention rate	
Up to 4	Employment outlook for graduates / job market relevance	
Up to 3	Success rate (passing with C or higher)	
Up to 3	Ongoing and active participation in SLO assessment process	
Total Points	Interpretation	
31 - 36	Program is current and vibrant with no further action recommendation	
25 - 30	Recommendation to attempt to strengthen the program	
Below 25	Recommendation to consider discontinuation of the program	

5. Findings

2012-2013 - FINDINGS

Finding 1:

Finding 1: NEED FOR FULL TIME INSTRUCTOR with 30% shared with Chicano Studies. The History program is certainly shouldering a significant share of the burden in satisfying the student's general

History Program Review 2012-2013

education requirements and generating FTES for the college. The evidence would indicate that in both achieving the college and District's productivity goals – classes of 50 students at census would seem to be the most optimal design of the curriculum and program. Those more suitable sized classes might also enable the faculty to devote the attention and energy to their students to actually positively enhance the program's achievement of retention and success goals. The possible reduction of full time faculty through retirement will undoubtedly have an adverse affect on retention and the quality of the program.

Finding 2: NEED TO ASSESS AND IMPLEMENT CSLOS AND PSLOS AND ISLOS. That the staffing changes within the program have created some dislocations and are in the process of solidifying a solid and academically robust program that will advance the general educational goals of the college significantly. The faculty can continue to focus on identifying the issues and problems that might restrain students from succeeding in their classes. This could include reducing the number of section taught by part time faculty and applying more diagnostic measures regarding student's skill sets and a continued consistent application of SLOs.

Finding 3: The current staff has mustered the energy and to foment the opportunity for students interested in history and or possibly a career in law to engage in extracurricular activities that might augment their ability to succeed at Ventura and move on to success after Ventura College. The Program has successfully created an Associate of Art in History.

2012-2013- Initiatives

Initiative ID : HIST 1201 HIRE FULL TIME INSTRUCTOR IN HISTORY AND 30% CHICANO STUDIES.

Links to Finding 1: It would seem that the level of Part-time and Extra Large class utilization could well warrant the addition of one more Full-Time faculty member.

	08	09	10	Three Year
Fall sections	40	35	35	36
Spring Sections	41	41	44	42
Total Sections	81	76	79	78
FTES	373	418	433	408
WSCH	581	662	712	651
Full-time	2.34	2.34	3.35	2.68
Part-time	7.29	7.12	5.76	6.73
XL	1.40	2	2.5	1.97
College WSCH	507	547	559	538
Projected*				686 (an increase

History Program Review 2012-2013

			from the current 562)
--	--	--	--------------------------

If the XL factor were reduced by a factor of 1.5 and the PT by a factor of 1 and add a FT load of 5 sections at 59 students the WSCH would go up to 686 as opposed to the college WSCH ration of 538 as reported in D3. This would represent a substantial step towards achieving the district goal of 750 and represent a 78% increase in the History program’s productivity.

For many years, students at Ventura College have enjoyed, and the overall community has come to expect, access to a very dynamic History Program. The VC History Program is the largest in the Department of the Social Sciences, offering 36 course sections in the Fall Semester 2011. Enrollments are strong and the program has maintained a three year average 651 efficiency rating on the 525 Report. The History Program is the fifth largest program at Ventura College, serving a three year average (FY08-10) of 4,131 students.

Unfortunately, the VC History Program has been adversely affected over the past two decades by reductions in the numbers of full time faculty. In 1990 the program had 7 full time historians. As of 2011, this number has dwindled to 3.01. Even with the recent hiring of two new historians as retirement replacements for fall 2011, the total number of full time faculty is the same now as it was in 2008. Considering the ratio of full-time versus part-time instruction in history, it is essential to note that the History Program has an 11.06 FTEF for 2011. Of the total FTEF, 5.7 is extra hourly assignment (amounting to a total of 23 sections) or 64% of the program classes; again, these courses are currently taught by hourly faculty. Moreover, there is a possibility of an additional retirement in 2012, making the need to strengthen the ranks of full-time faculty in history all the more acute.

Unquestionably, there is a real need for an additional full time faculty member in history. The most significant issue is the adverse impact that staffing is having on retention and productivity. Twelve of twenty one courses offered help meet the American Ethnic Studies Requirement (AES) and the others satisfy the American Institutions and World Civilizations requirements for the Bachelor of Arts Degree.

In addition to its dynamism and superior service to Ventura College students, the History Program offers the most diverse curriculum on campus. To this end, there is a great need for the expertise in the History of the United States with Focus on the Chicano/ Mexican experience, with additional intermingling and connection with Chicano Studies. Historically, there has never been a full time Chicano Studies instructor at Ventura College, leaving a significant gap in an essential academic service portion of the VC curriculum. Obviously, Ventura College must offer coursework in this area; there remains a cultural, historical, and ethical obligation to do so. The predominant population at Ventura College is Latino/ Hispanic. It should be noted that it is a source of pride that the College has been designated as a Hispanic Serving Institution. It is therefore incumbent upon Ventura College, to consider these stated needs and establish a new position—a new full-time hire—in history. Doing so with special regard for the needs outlined above will strengthen VC’s success in complying with its stated Core Commitments, including Student Success, Respect, Integrity, Quality, Collegiality, Innovation, Collaboration, Sustainability, and Continuous Improvement. Of that list, special attention should be drawn to VC’s Core Commitments to Access (“Providing learning opportunities for all individuals”), Diversity (“Embracing and responding to our increasingly diverse student body and the global environment in which the college operates”), and Service (“Enhancing the quality of life of the community and meeting its needs”). The VC History Program offers more than the content of its courses and the valuable skills that come with the learning history; it has long established a tradition of

History Program Review 2012-2013

leadership, diversity, and pride, especially regarding the Latino/ Hispanic heritage of Ventura County, an essential element that remains a key component of our shared legacy as a diverse and culturally rich community. We must have one new full-time faculty member in this area of history.

Benefits: The benefits would lead to an achievement of one of the History program’s initiatives derived from and vindicated by the SLO assessment and analysis in the spring – that the program needs to be right-sized for pedagogical, programmatic and budgetary reasons. A Full-time faculty member will be able to invest the time and energy in sustaining and building the History program in ways that neither Part-time faculty or XL faculty are capable of.

Request for Resources: Hiring of one Full-time faculty member.

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

INITIATIVE ID: HIST 1202 IMPLEMENTATION OF SLOS

Initiative: The direct implementation of SLOs requires only the dedication and energies of the instructors. Improved utilization of technology could use some institutional support in the form of improved training and support services.

Initiative ID: This is the third initiative from the program’s summary SLO report.

Links to Finding 2: This initiative would also be linked to retention, student success and the right-sizing of our course offerings.

Benefits: The appropriate and advanced use of technological tools in reaching out to our students can certainly augment and enhance the instruction that takes place in the program’s offerings, stimulate student interest, facilitate timely and useful assessments, and provide variable and potentially individualized tailored instructional opportunities to meet the specific needs of our students.

Request for Resources: Minimal as it is envisioned that the existing campus resources in material and personnel assigned the tasks of facilitating and supporting instructional technology would merely be asked to work specifically with the History faculty and to help design tools and techniques more focused on the appropriate ingredients of solid pedagogy for History learning.

Funding Sources

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software))	
Requires college equipment funds (other than computer related)	

History Program Review 2012-2013

Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative ID: HIST 1203 VIABILITY OF HISTORY PROGRAM

Increase the viability of the History Program, the value and worth of history classes, topical historical issues and themes and the presence and efforts of the History Club.

Initiative ID: New Initiative

Links to Finding 3: The program's efforts to reach out to students and sustain the History Club

Benefits: This will enable the program, its faculty and students, to present the public face of history and historical issues to the campus community.

Request for Resources: Purchase of an 8" by 4" display case

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	X
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative ID: HIST 1204 RECONSIDER DISTRICT WSCH OF 750.

Links to Finding 1: The unrealistic nature of the District WSCH goal is dispiriting and deflating to the program faculty who are working very hard to strike the right balance between class size, learning and student success.

Benefits: This would validate many goals and objectives of the college and the District in terms of the shared decision-making procedures and the ability of an administration/faculty partnership to properly design and build an effective curriculum.

Request for Resources: None

Funding Sources

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

History Program Review

2012-2013

Initiative ID: HIST 1205 SUPPORT FOR LEARNING COMMUNITIES

Links to Finding 1: These courses, in addition to delivering to students proven techniques and learning environments, would significantly broaden the appeal and pertinence of historical studies (in linking them with other disciplines); broaden interdisciplinary and critical analytical behaviors, and address the need to right size the program’s offerings.

Benefits: Learning communities have a proven track record of increasing student connectivity to their studies and programs and helping to increase retention and success among students.

Request for Resources: Minimal resources, if any, depending on how the courses are linked and how the program is allowed to grow.

Funding Sources

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

History Program Review
2012-2013

2012-13: FINAL Program Initiative Priority Ratings

History Program Review **2012-2013**

6B: 2012-2013 INITIATIVES

Initiative ID should be consistent. For example:

2011-2012 identified initiatives - ART1201, ART1202, etc.

2012-2013 identified initiatives - ART1301, ART1302, etc.

Initiative HIST 1201 FULL TIME INSTRUCTOR SHARED WITH CHICANO STUDIES

For many years, students at Ventura College have enjoyed, and the overall community has come to expect, access to a very dynamic History Program. The VC History Program is the largest in the Department of the Social Sciences, offering 36 course sections in the Fall Semester 2011 and 37 course sections in the Fall of 2012. Enrollments are strong and the program has maintained a three year average 695 DRatio efficiency rating on the 525 Report.

Unfortunately, the VC History Program has been adversely affected over the past two decades by reductions in the numbers of full time faculty. In 1990 the program had 7 full time historians. As of 2011, this number has dwindled to 3.01. Even with the recent hiring of two new historians as retirement replacements for fall 2011, the total number of full time faculty is the same now as it was in 2008. There is a distinct possibility that one of the senior faculty members will retire in 2012 who has been the sole person responsible for Chicano studies at the college. Hence there is and will be a great need for the expertise in the History of the United States with Focus on the Chicano/ Mexican experience, with additional intermingling and connection with Chicano Studies. Historically, there has never been a full time Chicano Studies instructor at Ventura College, leaving a significant gap in an essential academic service portion of the VC curriculum. Obviously, Ventura College must offer coursework in this area; there remains a cultural, historical, and ethical obligation to do so. The predominant population at Ventura College is Latino/ Hispanic. It should be noted that it is a source of pride that the College has been designated as a Hispanic Serving Institution. It is therefore incumbent upon Ventura College, to consider these stated needs and establish a new position—a new full-time hire—in history. Doing so with special regard for the needs outlined above will strengthen VC's success in complying with its stated Core Commitments, including Student Success, Respect, Integrity, Quality, Collegiality, Innovation, Collaboration, Sustainability, and Continuous Improvement. Of that list, special attention should be drawn to VC's Core Commitments to Access ("Providing learning opportunities for all individuals"), Diversity ("Embracing and responding to our increasingly diverse student body and the global environment in which the college operates"), and Service ("Enhancing the quality of life of the community and meeting its needs"). The VC History Program offers more than the content of its courses and the valuable skills that come with the learning history; it has long established a tradition of leadership, diversity, and pride, especially regarding the Latino/ Hispanic heritage of Ventura County, an essential element that remains a key component of our shared legacy as a diverse and culturally rich community. We must have one new full-time faculty member in this area of history.

The benefits will be the ability of the Ventura College History Department to continue to serve both its curricular obligations and attendant communal responsibilities by offering intellectually viable and challenging coursework in an area of study specific to the nature and composition of the community itself. Sustaining the Chicano studies and Chicano history offerings would be significant in maintaining

History Program Review 2012-2013

the breadth of the History curriculum and recruiting some fresh talents and perspectives in this area might actually enable the Department to develop its curriculum and offerings further.

Request for Resources \$100,000 salary

Funding Sources

No new resources are required (use existing resources)	X ¹
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative: HIST 1202 CONTINUED IMPLEMENTATION OF SLOS

Continued implementation of and refinement of the Course Level SLOs and the Program level SLOs and coordinating their alignment with the Institutional SLOs. In the process the Department will seek to utilize technological aids, including Track Dat, to facilitate this initiative

Benefits: The appropriate and advanced use of technological tools in reaching out to our students can certainly augment and enhance the instruction that takes place in the program's offerings, stimulate student interest, facilitate timely and useful assessments, and provide variable and potentially individualized tailored instructional opportunities to meet the specific needs of our students.

Request for Resources: Minimal as it is envisioned that the existing campus resources in material and personnel assigned the tasks of facilitating and supporting instructional technology would merely be asked to work specifically with the History faculty and to help design tools and techniques more focused on the appropriate ingredients of solid pedagogy for History learning.

Funding Sources

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software))	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

¹ This would not require any additional costs if it were a replacement for a retiring faculty member. Indeed, given the senior status of the potential retiree, there could actually be a savings for the department and the college.

History Program Review

2012-2013

Initiative: HIST 1203 SUPPORT FOR LEARNING COMMUNITIES

Links to Finding 1: These courses, in addition to delivering to students proven techniques and learning environments, would significantly broaden the appeal and pertinence of historical studies (in linking them with other disciplines); broaden interdisciplinary and critical analytical behaviors, and address the need to right size the program's offerings.

Benefits: Learning communities have a proven track record of increasing student connectivity to their studies and programs and helping to increase retention and success among students.

Request for Resources: This would require minimal resources, if any, depending on how the courses are linked and how the program is allowed to grow.

Funding Sources

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

History Program Review

2012-2013

Initiative: HIST 1204

RE-EVALUATION OF DISTRICT WSCH

Re-evaluation of District WSCH goal of 750

Benefits: This would validate many goals and objectives of the college and the District in terms of the shared decision-making procedures and the ability of an administration/faculty partnership to properly design and build an effective curriculum.

Request for Resources: None

Funding Sources

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

6C: 2012-2013 Program Initiative Priority Ratings

History Program Review 2012-2013

Program	Finding Number	Category	Program Priority (R, H, M, L)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost
HISTORY	#1	BUDGET	1				HIST 1201	FULL TIME INSTRUCTOR		\$60,000
HISTORY	#2	NONE	2				HIST 1202	IMPLEMENTATION OF SLOS		00
HISTORY	#3	NONE	1				HIST 1203	SUPPORT FOR LEARNING COMMUNITIES		00
HISTORY	#3	NONE	1				HISTORY 1204	RE-EVALUATE DISTICT WSCH		00

6D: PRIORITIZATIONS OF INITIATIVES WILL TAKE PLACE AT THE PROGRAM, DIVISION, COMMITTEE, AND COLLEGE LEVELS:

History Program Review

2012-2013

Program/Department Level Initiative Prioritization

All initiatives will first be prioritized by the program/department staff. Prioritize the initiatives using the **RHML** priority levels defined below.

Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives will then be prioritized using the **RHML** priority levels defined below.

Committee Level Initiative Prioritization

The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the **RHML** priority levels defined below.

College Level Initiative Prioritization

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the **RHML** priority levels defined below.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

History Program Review

2012-2013

7. Process Assessment and Appeal

7A. Purpose of Process Assessment

The purpose of program review assessment is to evaluate the process for continual improvement. The process is required for accreditation and your input is very important to us as we strive to improve.

7B. 2012 - 2013 ASSESSMENT QUESTIONS

1. Did you complete the program review process last year, and if so, did you identify program initiatives? YES

2a. Were the identified initiatives implemented? NO

2b. Did the initiatives make a difference?

3. If you appealed or presented a minority opinion for the program review process last year, what was the result?

4. How have the changes in the program review process worked for your area? COMPLICATED AND CONFUSING. DO NOT CARE FOR IT.

5. How would you improve the program review process based on this experience? WHY ARE WE DOING THE PROGRAM REVIEW.

7C. Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the appropriate form that explains and supports your position. Forms are located at the Program Review VC website.

The appeal will be handled at the next higher level of the program review process.