



# Program Review - Departments

## Getting Started: Guidelines and Materials

### Overview and Planning

Welcome to the Santiago Canyon College (SCC) *Academic Program Review Template*. Each department will complete its program review during the Fall 2015 semester. Program review is an integral part of institutional success, starting with important evaluations of student success and progress and ending with thoughtful projections of where you'd like to go as a department, in large part based on *student achievement data* and *outcomes assessment data*; your careful analysis and honest assessments make positive change possible and likely.

### Purpose

Program review produces a “bridge document” that serves to connect *local* considerations, like student performance, SLO assessment, curricula development, department dialogue with *global* considerations, like SCC's Educational Master Plan, budgeting and allocation of resources, facilities utilization, long term planning and Accreditation.

### Program Review as Bridge Document Part of the Integrated Planning Process



### Support

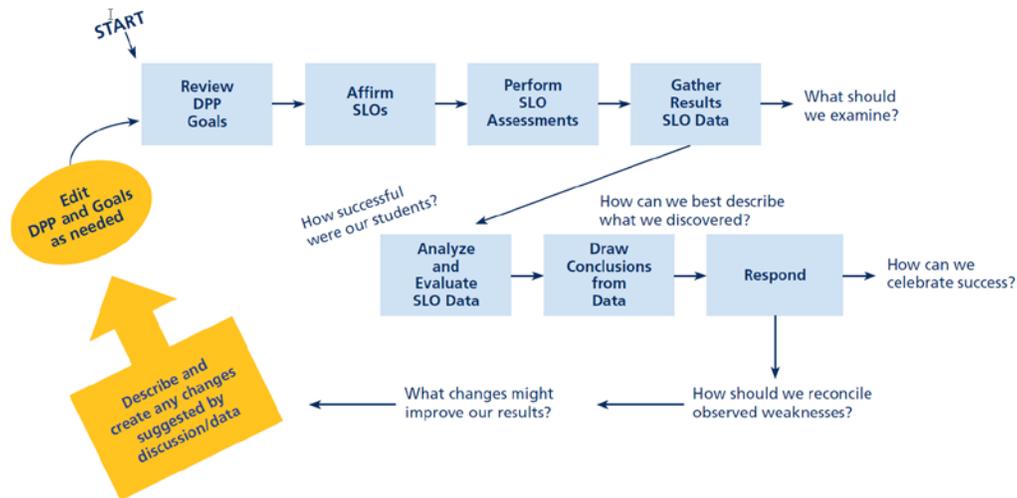
Because most of the program review is done by you in your department, capturing the results of your own processes and conversations is an important element. Some of the questions that follow will help you bring this into light. But you may need some information or assistance in certain areas, such as, data collection/analysis. You might also want help gathering and interpreting student demographic data. Some offices and individuals who are at your service to assist in your program review process are listed below:

- Office of Institutional Effectiveness and Outcomes Assessment – Aaron Voelcker, Assistant Dean
- Members of the Educational Master Plan Committee (EMPC) – Roberta Tragarz, Chair
- RSCCD Department of Research – Nga Pham, Director
- Supporting departments and documents (See [Appendix 1](#))
- Lexicon of essential terms (See [Appendix 2](#))

## Process and Expectations

Program Review fits into a larger cycle which brings together your annual Department Planning Portfolios (DPPs) and informs the Educational Master Planning process and prepares the college for Accreditation (See [Appendix 3](#)).

The natural flow of this work is outlined in the following steps:



## Departmental Conversation

- Departments gather to review their DPPs (*Where should we start?*)
- General and SLO assessment data is gathered on student success and progress (*What should we examine?*)
- Data is analyzed and results described (*How successful were our students? How can we best describe that?*)
- Conclusions lead to conversations about effectiveness of current SLOs, department initiatives, curricula, and resources (*Where there is success, how might we celebrate and promote that? Where there is weakness, how might we adjust to intervene and improve?*)
- Success is noted, and changes or recommendations considered (*In what ways will we describe our plan going forward?*)

## Documentation and Reporting

- Program Review is completed and approved by department
- Program Review is submitted to EMPC and distributed to program faculty and the division office.
- Meeting is scheduled in which department shares its results and considerations with EMPC (format is discussion, not presentation – committee members typically ask questions and interact with department representative about items/issues presented in their report)
- EMPC uses that review to inform: the PIE; the budgeting process; revisions to the Educational Master Plan; and Accreditation processes.

## The Optimal Result

A well-conceived Program Review describes in **concrete** terms the department's successes, challenges and directions for change and growth based on **evaluation of student achievement and outcomes assessment data**. It's the document that periodically validates a department's ability to meet its goals and objectives for student success and highlights the resources needed to meet those outcomes in the future.

## Part I: Overview of Academic Program Information

### 1. Award Programs

Please list the degrees and certificates offered by this program:

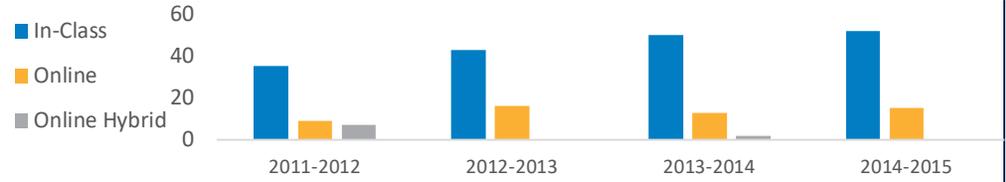
A.A. in History
A.A.T in History

2. **Course Offerings** – if you require different breakdowns that are discipline sensitive or particularly meaningful (e.g. day/night, lecture/lab) please contact the [RSCCD Research Department](#).

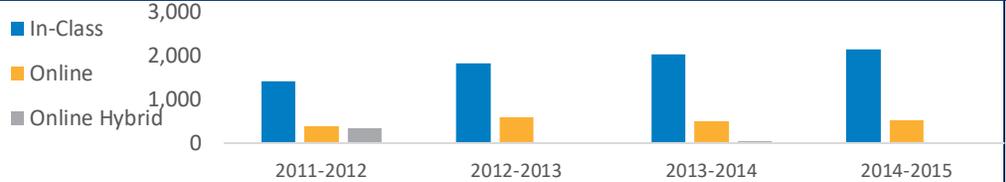
Course Offerings

<b>Unique Courses</b>				
	<b>13</b>			

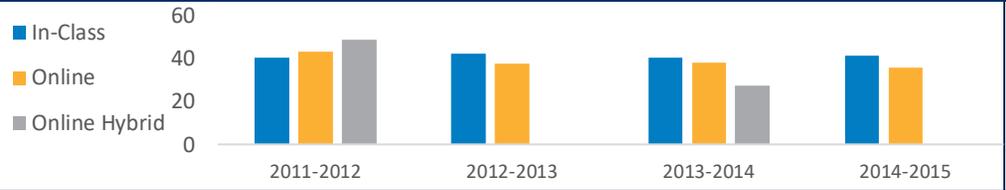
<b>Section Count</b>		<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
In-Class		35	43	50	52
Online		9	16	13	15
Online Hybrid		7	0	2	0
<b>Total</b>		<b>51</b>	<b>59</b>	<b>65</b>	<b>67</b>



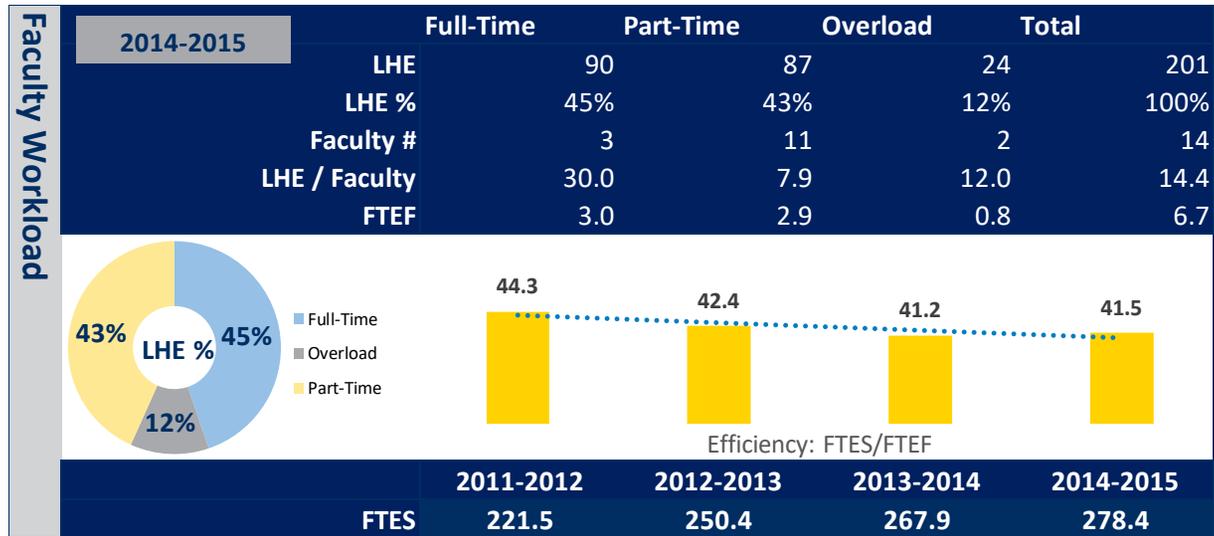
<b>Enrollment Total</b>		<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
In-Class		1,418	1,816	2,027	2,147
Online		390	599	496	533
Online Hybrid		342	0	55	0
<b>Total</b>		<b>2,150</b>	<b>2,415</b>	<b>2,578</b>	<b>2,680</b>



<b>Avg. Class Size</b>		<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
In-Class		40.5	42.2	40.5	41.3
Online		43.3	37.4	38.2	35.5
Online Hybrid		48.9	0.0	27.5	0.0
<b>Total</b>		<b>42.2</b>	<b>40.9</b>	<b>39.7</b>	<b>40.0</b>



### 3. Faculty Workload



### 4. Support Staff as of fall 20\_\_ (instructional aide, student assistant, lab coordinator, etc.)

Title of Position	Number	Full-time or Part-time	Months per Year	Hours per Week
None				

### 5. Facilities as of fall 20\_\_

Number of classrooms used exclusively by the program	3
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Number of classrooms shared with other programs	3
Number of labs or other learning spaces used exclusively by the program M.U.N offices	1
Number of labs or other learning spaces shared with other programs	0
Number of office spaces used exclusively by program faculty and staff	3
Number of office spaces shared with other programs' faculty and staff	1
Number of storerooms used exclusively by the program	1
Number of storerooms shared with other programs	0
Number of conference rooms and collaborative spaces used exclusively by program faculty and staff	1
Number of conference rooms and collaborative spaces shared with other programs' faculty and staff	0

**6. Resources as of fall 20\_\_**

List and describe any specialized equipment or resources that are used exclusively by the program:

Model United Nations has requested general fund support for the 2016-2017 school year. This is the third year that this request has been made. To date the request has not been funded.

## Part II: Program Goals and Objectives

1. What processes does your program follow to create, evaluate, and update DPP goals?

The History Department engages in regular and effective dialogue on all issues concerning the curriculum, department goals, the education master plan and our department development goals. The faculty also discusses these issues with adjunct members at the regular flex-week meeting. All faculty engage in open and frank discussion regarding our subject and our collective plans for the future.

2. How is SCC's mission statement reflected in your goals? ("Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students achieve these core outcomes: to learn, to act, to communicate and to think critically. We are committed to maintaining standards of excellence and providing accessible, transferable, and engaging education to a diverse community.")

Acknowledging the goals of SCC's mission, the History Department Faculty is engaged in active assessment of best practices and robust discussion throughout the semester regarding student success, accountability, and excellence in delivering engaging education to the community. The goal of the History Department is to introduce students to a variety of periods and regions, with an emphasis on teaching student skills including research, effective communication and critical analysis. This is in direct alignment with SCC's mission.

Faculty development is critical for meeting accreditation requirements, helping teachers succeed as facilitators of effective and efficient learning, enabling faculty to pursue teaching as scholarship, ongoing quality improvement of the student learning, and establishing a professional development plan for faculty members' continued growth as teachers and educators. It is imperative that SCC establish and adequately fund campus wide faculty development through the Academic Senate Faculty Development Committee.

Teaching skillfully requires a commitment from both the Administration and the Faculty. Teaching skills programs coupled with ongoing scholarship yields a positive outcome for the participants and their learners. Funding a proper faculty development program can advance SCC's innovative learning community and further align the mission of SCC.

3. Below are the strategic goals from the 2012-2016 SCC Educational Master Plan. In the second column, fill in any of your specific DPP goals that support that EMP goal. A department goal may fit with multiple EMP goals and it is possible that some EMP goals might not match with any of your department goals. *Note: see Part II.4 if you have additional DPP goals you're currently managing.*

Education Master Plan Goals	Department Goals Directly from DPP
<p><b>1. Strengthen outreach and recruitment</b></p>	<p>The history department has applied for an additional full time instructor that would add opportunities for consistency, greater student contact and counselling. MUN recruiting increases exposure to the history faculty and curriculum.</p>
<p><b>2. Align the college curriculum to focus on student completion of pathways</b></p>	<p>The large number and variety of online courses greatly increases availability. All history courses are transferable under IGETC and Plan B. Curriculum changes in progress will allow all SCC history courses to satisfy the humanities requirement for UC and CSU increasing demand by transferring students.</p>
<p><b>3. Promote an integrated approach to supporting student success</b></p>	<p>Emphasize 2 for 1 study standard. Provide models of college level writing and critical thinking. The Faculty collaborates to determine best practices.</p>
<p><b>4. Promote a college identity of high quality, academic excellence, and personalized education</b></p>	<p>SCC faculty has been in contact with UC evaluators to ensure that the level of writing and critical thinking exercises in each course is compatible with UC standards. A rigorous</p>

	grading rubric has been selected as a model.
<b>5. Support faculty in offering high quality instruction to students in the classroom and online</b>	Faculty members are encouraged to attend conferences and subscribe to professional journals.
<b>6. Maintain and enhance the college's technological infrastructure</b>	History courses are offered in the new Humanities building and are fully mediated to allow a complete range of technological teaching options. .
<b>7. Maintain the facilities infrastructure</b>	N/A
<b>8. Support and encourage focused green practices on campus</b>	N/A
<b>9. Develop and support an infrastructure related to web and social media</b>	N/A
<b>10. Support faculty development in the areas of innovative pedagogies and curriculum design</b>	Faculty are encouraged to attend conferences and subscribe to professional journals.
<b>11. Increase educational goal completion for university transfer, degrees, and certificates</b>	The history department has implemented the AAT to ensure easy transferability. All courses are designed to prepare successful students for upper division course work. All history courses are fully articulated. Textbooks and teaching methods are evaluated in comparison with UC and CSU courses.
<b>12. Increase student learning and achievement through a culture of continuous quality improvement</b>	Faculty members meet each semester to discuss best practices. Attention to developing communication skills and critical thinking is addressed through SLO assessment.
<b>13. Strengthen and develop relationships with key partners and stakeholders</b>	N/A
<b>14. Develop sustainable, alternative revenue streams utilizing existing resources</b>	N/A
<b>15. Strengthen capacity to seek and acquire grant funding for the purpose of developing innovative programs and services that align with the college mission and vision</b>	N/A

## Part II: Program Goals and Objectives (Continued)

4. If you have department goals that do not support any of the Educational Master Plan Goals, please list them in the space provided below.

In conjunction with the Political Science Department, the Model United Nations Program is organized and implemented by one of the History Department Faculty. MUN is an innovative program whereby students emulate the UN General Assembly, UN Security Council, or other multilateral body, which exposes students to the world of diplomacy and negotiation. In Model UN, students step into the shoes of ambassadors of UN member states, from Afghanistan to Zimbabwe to debate current issues on the Organization's vast agenda.

Today upwards of 200,000 high school and college/university students participate in the Model UN each year. Some instances are classroom exercises, others school-wide, and still others regional, national, or international.

Many of those in leadership positions in law, government, business, and the arts participated in Model UN during their academic careers. Some seasoned veterans include U.S. Supreme Court Justice Stephen Breyer, World Court Justice Stephen M. Schwebel, actor Samuel L. Jackson and Chelsea Clinton.

### Part III: Student Achievement Data Analysis

Please provide a summary of the data and indicate any significant patterns, trends, or anomalies that the department has identified, especially including, but not limited to, disproportionate impact. Describe how the data were used and what changes to the program were made (or will be made) based on analysis of the data.

#### Required

1. Institution-Set Standard for student success: **63%**
2. Student success rate (grades of A, B, C, Credit or Pass):
  - a. How does the success rate for your program compare to the institution-set standard for success? The success rate for history courses is nearly identical with the overall rate.

Subject	2012-13			2013-14			2014-15		
	Grades Given	Success n	Success %	Grades Given	Success n	Success %	Grades Given	Success n	Success %
History	2663	1633	61%	2981	1769	59%	3223	1988	62%

#### By Demographic Groups

Demographic Categories	2012-13			2013-14			2014-15		
	Grades Given	Success n	Success %	Grades Given	Success n	Success %	Grades Given	Success n	Success %
<b>GENDER</b>									
<i>Female</i>	1313	788	60%	1471	861	59%	1554	956	62%
<i>Male</i>	1349	845	63%	1510	908	60%	1662	1028	62%
<i>Other</i>	1		0%				7	4	57%
<b>ETHNICITY</b>									
<i>African-American</i>	67	33	49%	104	47	45%	106	47	44%
<i>American Indian/Alaska Native</i>	91	54	59%	86	46	53%	104	60	58%
<i>Asian</i>	214	141	66%	238	148	62%	285	195	68%
<i>Filipino</i>	82	50	61%	77	48	62%	125	67	54%

<i>Latino</i>	1011	579	57%	1215	665	55%	1382	789	57%
<i>Pacific Islander</i>	37	21	57%	37	17	46%	51	27	53%
<i>White</i>	1647	1035	63%	1855	1143	62%	1912	1244	65%
<i>Other/Decline to state</i>	115	71	62%	87	56	64%	92	59	64%
<i>Multi-Race/Multi-Ethnic</i>	521	303	58%	630	356	57%	734	450	61%
<b>AGE</b>									
<i>17 and under</i>	27	22	81%	28	24	86%	21	18	86%
<i>18 - 19</i>	1060	684	65%	1159	697	60%	1156	742	64%
<i>20 - 21</i>	782	484	62%	959	602	63%	1098	680	62%
<i>22 - 24</i>	423	219	52%	438	230	53%	529	302	57%
<i>25 - 29</i>	193	120	62%	228	114	50%	228	127	56%
<i>30 - 39</i>	106	61	58%	107	64	60%	120	76	63%
<i>40 - 49</i>	52	30	58%	42	30	71%	42	25	60%
<i>50 and over</i>	20	13	65%	20	8	40%	29	18	62%
<b>SPECIAL POPULATIONS</b>									
<i>Low Income</i>	1381	827	60%	1585	874	55%	1649	963	58%
<i>Students with Disability</i>	159	103	65%	194	120	62%	216	131	61%
<i>Veterans</i>	43	31	72%	53	35	66%	70	43	61%
<i>Foster Youth</i>	14	7	50%	11	6	55%	8	4	50%

%

3. Student success rate in basic skills courses (grades of A, B, C, Credit or Pass):

N/A

4. Student retention rates (any grade except W):

Subject	2012-13			2013-14			2014-15		
	Grades	Retention N	Retention %	Grades	Retention n	Retention %	Grades	Retention n	Retention %

	<b>Given</b>			<b>Given</b>			<b>Given</b>		
History	2663	2112	79%	2981	2286	77%	3223	2557	79%

By Demographic Groups

Demographic Categories	2012-13			2013-14			2014-15		
	Grades Given	Retention n	Retention %	Grades Given	Retention n	Retention %	Grades Given	Retention n	Retention %
<b>GENDER</b>									
<i>Female</i>	1313	1031	79%	1471	1115	76%	1554	1229	79%
<i>Male</i>	1349	1080	80%	1510	1171	78%	1662	1322	80%
<i>Other</i>	1		0%				7	6	86%
<b>ETHNICITY</b>									
<i>African-American</i>	67	49	73%	104	72	69%	106	77	73%
<i>American Indian/Alaska Native</i>	91	75	82%	86	70	81%	104	79	76%
<i>Asian</i>	214	174	81%	238	179	75%	285	225	79%
<i>Filipino</i>	82	61	74%	77	62	81%	125	97	78%
<i>Latino</i>	1011	780	77%	1215	912	75%	1382	1060	77%
<i>Pacific Islander</i>	37	28	76%	37	28	76%	51	40	78%
<i>White</i>	1647	1311	80%	1855	1457	79%	1912	1539	80%
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<i>22 - 24</i>	423	310	73%	438	318	73%	529	393	74%

25 - 29	193	152	79%	228	155	68%	228	176	77%
30 - 39	106	78	74%	107	75	70%	120	91	76%
40 - 49	52	38	73%	42	35	83%	42	32	76%
50 and over	20	14	70%	20	12	60%	29	23	79%
<b>SPECIAL POPULATIONS</b>									
Low Income	1381	1090	79%	1585	1170	74%	1649	1284	78%
Students with Disability	159	128	81%	194	146	75%	216	169	78%
Veterans	43	37	86%	53	44	83%	70	58	83%
Foster Youth	14	10	71%	11	8	73%	8	7	88%

5. Student retention rates in basic skills courses (any grade except W):  
N/A

6. Number of degrees and certificates awarded. [Use the list from Part I]

Award	2012-13	2013-14	2014-15
<b>A.A. in History</b>	9	8	2
<b>A.A.T in History</b>		14	22

7. Student Demographic Data (See [Appendix 4](#)) (Ethnicity, Age, Gender, Veteran Status)

8. Labor market trends and needs: Review the labor market data on the [California Employment Development Department](#) website for jobs related to your program.

9. What occupations are related to your program?

Teachers, professors, lawyers, museum professionals, researchers, opportunities for government jobs in a number of areas including military service, law enforcement, and state department.

What are the occupational projections for employment?

- a. How do these projections affect planning for your program? There is a consistent need for teachers and a history degree offer a broad, liberal education that would be attractive to many employers seeking an accomplished, literate and articulate workforce.

10. Rates of progress through the basic skills course sequence within your program using the California Community College Chancellor's Office Data Mart [Basic Skills Progress Tracker](#) (see [Appendix 5](#)). N/A

**Optional** [Discuss if your department has access to any of the following data]

11. Student surveys Student surveys are distribute according to a department schedule.

12. Program exit exams or other assessments of graduating students. None

13. Number of students who take and pass external license examinations. N/A/

14. Data on former students' post-SCC experiences (e.g. transfer success, career advances, post graduation surveys) None

15. Other data pertaining to the program's instructional effectiveness. None

## Part IV: Course Student Learning Outcomes Assessment

1. How does the program systematically assess its course student learning outcomes using specific and measurable performance criteria? How is this assessment carried out and who is involved in the assessment process?

We have scheduled assessment of all 3 History Department SLOs each Fall for those classes offered. (Not all sections) Several classes are offered only in Spring semester (152....) Data is collected and aggregated at the end of the semester and a discussion is held during Flex week the following semester to analyze the data and make desirable changes.

All instructors participate in the assessment including adjuncts so a substantial number of assessments were done. 183 assessments were done for history 120; the most widely offered course.

The common assessment tool is a 2 page essay done as homework. Instructors can choose their own topic so that the assignment fits smoothly into a particular curriculum or an instructor's focus area. The essay is given 3 separate grades using a score of 1-4 (equating approximately to D-A.) A score of 2 is the minimum considered acceptable. A common rubric is used to add consistency to the grading. Scores are given for:

1. Critical Analysis
2. Communication Skills
3. Citizenship or 3B Global Diversity

On example of an assignment question is an Essay comparing and contrasting Teddy Roosevelt's Progressive Diplomacy versus Woodrow Wilson's Moral Diplomacy.

- a. Upon review of course student learning assessment data, give at least one specific example of a course student learning outcome which students have definitely met and why you think students were successful. We consider a 2 to be the minimum successful grade. Average scores over all courses:

SLO 1 2.44

SLO 2 2.61

SLO 3 2.79

SLO 3B 2.59

97% of the class scored a 2 or better, far surpassing the goal of 70%. Although we have a quite rigorous grading rubric, these scores are much higher than expected, especially in light of the often poor results on other exams and papers. During a departmental discussion on the topic, it was acknowledged that in the upcoming assessment cycles we need to refine and tighten our SLO grading methods. It may be that instructors don't have enough practice grading this type of work and so don't have specific keys to look for as yet.

One example may be the communication skills section. The writing itself is often not the main focus in a history class and instructors may be too quick to assume that when they see content there is also adequate analysis.

- b. A course student learning outcome which students have definitely **not** met and why you think students were unsuccessful. What changes have you considered making?

The success rates were very high and quite similar for all SLOs and courses. This is more likely a result of the evolving nature of the standards rather than a true sign of student success. At this point there is not one identifiable area in which students have been unsuccessful. When scores are more in line with the other exams we can likely establish a baseline for observing progress.

2. What changes has the program *already* made based on its assessment of course student learning outcomes? Give specific examples.  
We have scheduled meetings with English department instructors to discuss best practices for evaluating writing quality and communication skills. Again, history instructors are probably too quick to see evidence of content as adequate writing. If we are able to make use of some of the techniques the English department uses and work together to amplify their goals, we may all benefit. We have also agreed to discuss refining the prompts used in the assignment so that there is a more focused question and the words because and why cannot be avoided. This seems the best way to prevent a student that simply provides the correct information from being seen as also correctly understanding and evaluating that information.  
More class time will be needed to communicate how to do well on this assignment and what specifically might be different. So far, there is little to distinguish this from a typical assignment to demonstrate content familiarity alone. One step might be to give the assignment a greater point value so there will be a greater incentive for student focus.
3. Describe how you know if the changes have increased success?

At this point we cannot really measure progress. We need several more rounds of assessment and refinement of the process before we can establish a baseline that everyone would agree is valid indicator of student skills. After this, we can begin to see if instructional efforts lead to greater success.

### **Part V: Program Student Learning Outcomes Assessment**

1. How is your assessment process for program student learning outcomes *different* from the process by which you assess courses? What, if any, assessments do you use specifically for your program outcomes?

Our course SLOs and Program SLOs are for the most part the same. We believe that this is the most valid and common sense approach for history. All history courses can stand alone as far as learning the skills designated by the SLOs. Different skills are not emphasized in different courses nor does one course build upon another for learning distinct skills. Historians can be highly successful without ever having taken courses outside a particular regional area of specialty. Program SLO Assessment is done by aggregating the numbers obtained for the course assessments.

2. Upon review of program learning assessment data, what patterns, trends, or anomalies did your program identify?  
No clear pattern has emerged in regard to program SLO. The following scores seem to show a fairly general clustering.  
SLO 1 2.44, SLO 2 2.61, SLO 3 2.79, SLO 3B 2.59

3. It is understood that many programs have a small number of students who actually earn a degree or certificate in that program. If small sample size was not an issue, what additional techniques could you use to assess your program?

The SCC history department has worked with faculty from UC campuses to put together course assignments that are rigorous enough to prepare students to do well in upper division courses at four year colleges and mirror the type of assignments lower level university students would be exposed to. This has been a valuable aid. We have also made use of personal reports and statistics about how well SCC transfer students have done in advanced classes and how well it appears they were prepared.

## Part VI: Curriculum and Program Management

1. With *SCC's Mission Statement* in mind, explain how your program meets the academic, developmental, and vocational needs of SCC's diverse student population? Does your program offer learning opportunities that extend beyond the traditional classroom experience?

History courses meet the academic, developmental, and vocational needs of SCC students by emphasizing learning outcomes set out in the mission statement; "learn, act, communicate, and think critically." All history courses emphasize written communication and critical thinking in a manner would be useful for the development of transfer students as well as vocational students seeking to make themselves more competitive in the current job market. World Civilization courses focus on the outcomes such as the ability to discuss, analyze, and compare and contrast diverse world cultural, religious, and political traditions. The history program offers a number of courses that are fully or partially online to help extend learning outside the traditional classroom. The SCC Model United Nations program is run by a history faculty member and also offers an academic experience outside the classroom.

2. Does your program offer sufficient courses, with sufficient frequency, at appropriate times, and through appropriate delivery modes to meet the major requirements, transfer goals, and general education and elective needs of the student body? If not, list what changes would help accomplish this.

The history courses that are required for the major (120, 121, 101, 102) are offered each semester, approximately 5-6 sections each. Start times range from 7:00 A.M to 7:15 P.M. On average, 7-8 sections are offered online or hybrid. All courses are articulated for transfer to UC or CSU. Each of these classes have an Honors version that is offered in rotation once each semester. Elective courses (124, 126, 127, 133, 152, 162, are offered every other semester at minimum. A more efficient honors schedule rotation would offer variety to the honor students.

3. How does the faculty *review the processes* it uses to manage the curriculum and program, including the process of introducing new courses, the process of conducting quadrennial reviews, and the process of creating new programs?

Each course is reviewed by the history faculty every four years. The schedule is managed through the CurricUNET program and overseen by the College Curriculum Council. New courses can be created at any time by history faculty. History 126 is new for Spring for 2013. Faculty members work with the college Articulation Officer to insure that new courses meet the goals of the college and articulate to four year schools.

4. How does the faculty coordinate the program with other academic programs, including the Library, and with student services? How does the faculty maintain their knowledge of other programs and services offered at SCC? If applicable, what contact does the program have with outside advisory groups?

The library offers orientation and library information tours to all classes. Instructors can schedule tours as desired. History faculty members serve on the Honors Program Committee and Scholarship Committee, Speakers Symposium and coach the MUN program. These opportunities in addition to news flashes via email and flex-week. keep the department informed of opportunities in those programs. We do not have a regular outside advisory group but faculty has worked with UCSD in the past on evaluating history courses and syllabi.

5. Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program in the next three years?  
Funding is required for the MUN program.

The history program appears well positioned in this area for the next two years. It would be beneficial, however, to develop more connection with student services, increase course offerings in the Honors Program rotation and expand history course offerings to accommodate more students.

## Part VII: Resources

1. How well do the facilities (classrooms, labs, offices, meeting rooms, storage) used by the program meet its needs? Do facilities and equipment meet appropriate safety criteria?

With the new Humanities building the added classroom space will allow history to move some classes to the time slots we student demand is higher. The Model United Nations team will have its own designated spaces. There are no safety issues.

2. How sufficient are the program's equipment, supplies, and materials? Does the program have a budget and timeline for the purchase of needed equipment and supplies?

The History department requires few supplies. Roll down wall maps are the largest item in our queue

3. How well do technology resources (i.e., computers, software, media and presentation equipment) meet the instructional (classroom and laboratory) needs of the program?

Technology resources are adequate. All offices and classrooms have computers and mediation to show videos, power point presentations or documents on the internet. The Blackboard system is a necessity for continued offering of online courses. In addition, the Turnitin software is required for student enrichment, student success and mandated student identification and validation.

4. How well do technology resources (i.e., faculty computers and software), training, and technical support meet the administrative (i.e., faculty office work) needs of the program?

Technology training opportunities are minimal. Instructors teaching online have largely relied on their own efforts to improve courses and knowledge of the Blackboard. History faculty members have supported hiring a distance education specialist and the creation and maintenance of an instructional development center.

5. How adequate is staff support (provided by administrative assistants, lab assistants, learning facilitators, and instructional assistants, and other classified staff) to meet the instructional and administrative needs of the program? In general instructional assistants are necessary for large lecture courses. The MUN coach is in need of funding for IAs and an additional coach to aid with preparation, coaching and travel

responsibilities. In addition, administrative staff members in the Division are over whelmed with the addition of many new responsibilities. A new full-time administrative assistant is desperately needed for the AHSS Division.

6. Does your program receive any categorical (Basic Skills, STEM, Title V) funding? If so, what major activities or resources has the funding allowed for? What impact has this had on your program (address both positive *and* negative impacts)? If the college were to sustain these activities, which are critical to your program and what would be required to institutionalize them?

N/A

7. Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program in the next three years?

- A. A General funds allocation is needed for financial support for the Model United Nations team in order to participate in national competitions and to pay an instructional assistant.
- B. An additional full time historian is needed to increase continuity and offer students more opportunity to meet with faculty.
- C. The department would like to expand the curriculum to offer a wider range of traditional and online courses. This would increase student choice and might stimulated added FTES.

### **Part VIII: Faculty**

1. What are faculty members doing to remain current in knowledge of learning theory, instructional strategies, and content? In which professional organizations and conferences do faculty members participate?

History department faculty members have attended various conferences on Human Rights and World History curriculum development. In most cases, conference attendance costs have been paid for by individual faculty. Faculty also attend Flex Week activities on “best practices”.

2. How do faculty members participate in college-wide programs, shared governance bodies, and leadership activities? In what ways do faculty and staff serve as resources for the community?

All fulltime faculty members of the department participate in college and district wide committees.

All fulltime faculty members of the department participate in college and district wide committees.

3. Are adequate numbers of qualified faculty available to teach all sections in a program's offerings?

Yes, we are constantly interviewing and adding new instructors to the schedule. The History Department has a long standing policy of ensuring that all of our part-time faculty members are offered at least one course per term.

4. Are adequate and appropriate mentoring and faculty development opportunities available and do department faculty regularly utilize these opportunities?

At the start of each semester, during Flex week, the college offers various faculty development workshops . Many are centered around the use of technology and student learning outcomes and their assessment, but some deal with academic, administrative, and student service issues. The calendar for Flex week has become the primary job of the Academic Senate Faculty Development Committee, however, it is imperative that SCC adequately fund additional professional development opportunities.

5. To what extent are part-time faculty members knowledgeable about the program's practices and standards? What opportunities are provided for part time faculty members to become engaged in department activities and communication?

Part-time faculty are encouraged to become involved in all aspects of the department .

6. Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program in the next three years?

Faculty development is a critical part of meeting accreditation requirements, helping teachers work at their best, and ongoing quality improvement. To flourish it is imperative that SCC establish and adequately fund campus wide faculty development programs through the Academic Senate Faculty Development Committee.

Teaching skillfully requires a commitment from both the Administration and the Faculty. Education skills programs coupled with ongoing scholarship yields a positive outcome on the participants and their learners. Funding a proper faculty development program can advance SCC's innovative learning community and further align the mission of SCC.

## **Part IX: Internal and External Communication**

1. When were the program's Departmental Planning Portfolio (DPP), catalog, and Educational Master Plan (EMP) entries last updated to ensure currency and accuracy?

The DPP is reviewed by the full-time faculty during the Spring term. The DPP is discussed and recommendations are added as the department needs to grow.

2. How does the program keep its website comprehensive and current? Does the website contain the department's mission? Does the website contain current contact information (telephone numbers, email addresses, and office hours and locations) for program faculty and staff? Are program and course Student Learning Outcomes (SLOs) posted? Are outcomes assessment results posted?

The faculty regularly updates the website and maintains the SLOs.

3. How does the program keep counselors, advisors, and student service personnel informed about the program's courses, their sequencing, and the criteria for placement?

As programs and prerequisites are reviewed and updated, the various relevant departments are notified by the History Department Chair.

4. How well do faculty communicate about and coordinate the work of the program?

The three full time faculty work in a collegial and cooperative manner in completing and managing the various tasks required.

5. Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program in the next three years?

**Part X: Planning Agenda** for: \_\_\_\_\_History

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Please consider areas or issues that will need attention from your program in the next three years. From that information, complete the chart below. This document will be used to help college planning and resource allocation. It will also show that SCC is linking assessment and student success data to planning. Definitely include any action that may need institutional support, but also include your currently anticipated actions to let the college know what your program is planning. Feel free to add rows if necessary.

Action: Actions can include a pedagogical change at the department level (i.e. create supplemental activities for Psychology 100 OR try "flipping the classroom" for a pilot group of 3 instructors) or a specific resource request (i.e. increase the number of SI sections in Calculus OR develop an Engineering Library OR hire a new full-time faculty member).

Supporting Data: The data should justify the need for the action. It may give evidence of a deficiency you are trying to remedy or it may indicate a success that you wish to replicate. You can fill in this column by referring to information in this document (i.e. "IV-2b" to refer to student outcomes data given in Part IV question 2b), information in a completed course or program assessment report or reports (i.e. English 101 Fall 2014 or Art Spring 2015), information from an outside study (i.e. <http://ir.uiowa.edu/cgi/viewcontent.cgi?article=2381&context=etd>), or any other data that you think is relevant. Do your best to find data, but feel free to include other justification.

Resources Needed: This should include any supplies/equipment, human resources, technological needs, and facilities needs. Include an estimated dollar amount whenever reasonably possible.

PLANNING AGENDA – 2016-2019		
Actions	Supporting Data	Resources Needed
MUN General Funding	VII-Section 5, II Section 3, 4	\$30,000 annually for conference attendance.
Faculty Development Funding	VIII Section 1-6 II Section 3, 4	Portion of \$15,000 campus wide fund administered by Academic Senate.
Roll Down Maps	VII Section 2	\$3000 for new class rooms.

## Program Review Summary Report

This “executive summary” report is intended to be shared with College Council and other areas of the college that may not see your department’s entire program review document. This report allows you to provide an update of your department’s plans, needs, accomplishments, and concerns to a collegial governance body consisting of representatives from all areas of the college.

**Department:** History

**Date:** 10/6/2015

**Briefly describe and explain what is working well in your department.**

Faculty members have a great deal of cumulative experience and offer courses that prepare students well for future academic work. We have had a great deal of opportunity to refine the process. We also have a large quality group of adjunct instructors that contribute a variety of voices and perspectives.

Scheduling is done fairly and efficiently.

A large number of courses are available online making history a very good option for professional who also want to pursue their education.

Student demand continues to grow. There have been more section offered each year and especially during Summer and Intercession.

**Briefly describe and explain what is not working well or needs attention in your department.**

Faculty development is critical for meeting accreditation requirements, helping teachers succeed as facilitators of effective and efficient learning, enabling faculty to pursue teaching as scholarship, ongoing quality improvement of the student learning, and establishing a professional development plan for faculty members’ continued growth as teachers and educators. It is imperative that SCC establish and adequately fund campus wide faculty development through the Academic Senate Faculty Development Committee.

Teaching skillfully requires a commitment from both the Administration and the Faculty. Teaching skills programs coupled with ongoing scholarship yields a positive outcome on the participants and their learners. Funding a proper faculty development program can advance SCC's innovative learning community and further align the mission of SCC.

**List and briefly explain the plans your department has in the areas of facilities, technology, equipment, and personnel in the next 3 years. Please provide an expected date for each item.**

**Facilities:** The new H building is a very good site.

**Technology:** New classrooms have all needed technology.

**Equipment:** None

**Personnel:** A fourth full time faculty member is needed. Currently only 43% of courses are taught by full timers. (75% is the goal)

**Summarize any other findings from your program review and planning process that you would like to share with the college community.**

## Appendix 1 - Supporting Departments and Documents

### Checklist of recommended supporting documents to compile prior to beginning program review.

Some documents might not apply to your program and you may want to add additional documents if relevant.

The RSCCD Research department is available to help departments construct student surveys and graduate surveys. The RSCCD Research department can also furnish data specific to your program that has not already been provided in this document. Please contact Nga Pham at (714) 480-7467 or email [Pham\\_Nga@rsccd.edu](mailto:Pham_Nga@rsccd.edu).

#### RSCCD Website

- ❑ [RSCCD Vision and Goals](#)
- ❑ [RSCCD Reports Directory](#)
- ❑ [RSCCD Demographic Data](#)

#### RSCCD Research

- ❑ [AA/AS Degrees Awarded, 2007-2012](#)
- ❑ [Certificates Awarded, 2007-2012](#)
- ❑ [2009-2012 FTES Generated by Department by Semester](#)
- ❑ [Fall 2008 - Fall 2012 Course Grade Distribution by Department](#)
- ❑ [Fall 2012 Course Grade Distribution by Department by Ethnicity](#)
- ❑ [Fall 2012 Demographics by Department by Course](#)

#### SCC Website

- ❑ [SCC Catalog and Schedule of Classes](#)
- ❑ [SCC Mission](#)
- ❑ [SCC Institutional Student Learning Outcomes](#)
- ❑ SCC Goals (p. 71-75) [2012-2016 Educational Master Plan](#)
- ❑ Community/student demographics and trends (p. 17-51) [2012-2016 Educational Master Plan](#)
- ❑ [Department Web Pages](#)
- ❑ [SCC Curriculum and Instruction Council](#)

[Department Planning Portfolio \(DPP\)](#) (login required)

- ❑ Departmental vision and mission statement
- ❑ Department Goals

[Assist.org](#)

- ❑ Articulation agreements with colleges

**Department Documents**

- ❑ Course syllabi
- ❑ [Curriculum course outlines](#)
- ❑ [Program SLOs](#)
- ❑ [Course SLOs](#)
- ❑ [Assessment results](#)
- ❑ Mapping from course SLOs to General Education SLOs from course outlines
- ❑ Minutes from department meetings
- ❑ Previous program review documents
- ❑ Department and instructors' websites
- ❑ Course sequence chart
- ❑ Scheduling matrix
- ❑ Equipment request forms
- ❑ Graduate surveys
- ❑ Student surveys
- ❑ Department accomplishment List
- ❑ Coordinator and committee List
- ❑ Department Flex schedule
- ❑ Articulation agreements with high schools
- ❑ Data on enrollment, excess demand, retention, cancelled classes

## Appendix 2 - Lexicon of Essential Terms

**Award Programs** – a series of courses and activities that leads to a degree or certificate

**Department Planning Portfolio (DPP)** – is a document that departments/units use to annually review progress and set goals.

**Efficiency** – is the ratio of FTES divided by FTEF. Demonstrates how many full-time equivalent students are served by one full-time equivalent faculty.

**Educational Master Plan** – is the primary campus-wide planning document and contains the overview planning piece: those elements that have broad implications for the college as a whole, that bridge more than one department or unit, or that reside apart from the units as currently configured.

**FTEF** – Full-time equivalent faculty, which is measured in terms of lecture hour equivalents (LHE), is a unit of measurement that defines the calculated (not actual) number of faculty that are equivalent to the number carrying a full “load” of work. One FTEF is equal to 15 LHE.

**FTES** – Full-time equivalent student is a unit of measurement that defines the calculated (not actual) number of students that are equivalent to the number carrying a full “load” of coursework.

**Institution-Set Standard** – is a standard set by an institution, derived from historical student achievement data, that serves as a minimum threshold for student performance. If student achievement data falls below the institution-set standard, a course of action must be defined in order to address performance deficiencies.

**LHE** – lecture hour equivalent is the first step in computing faculty load. It standardizes the number of lecture and lab hours taught by faculty. A full load is equal to 15 LHE.

**Outcomes Assessment Data** – these data are derived from course and/or program assessment efforts and allow institutions the ability to determine the degree to which students are learning the defined curriculum for a course or program.

**Retention Rate** – is the proportion of students who stay in the course to the end of the term and receive a letter grade. It is the proportion of all letter grades that are not Withdrawals of a grade of W.

**Student Achievement Data** – are measures of student achievement of short, near, and long term educational goals. Examples include course retention, course success, attainment of unit benchmarks, graduation and/or transfer.

**Success Rate** – is the proportion of students who successfully complete a course. It is the proportion of all letter grades that are an A, B, C, Credit or Pass.

# Appendix 3 - Long Term Planning Highlights

## Long Term Planning Highlights

Beginning in 2016, the published EMP follows a 6-year cycle, program review follows a 3-year cycle, and these cycles are synchronized and in phase with the 6-year accreditation cycle. There are some irregular periods prior to 2016. This was designed so that all processes are synchronized beginning in 2016. For example, given that the 2007-2012 EMP was already in place, a shorter 4-year EMP for 2012-2016 was necessary to achieve synchronization with the accreditation cycle beginning in 2016.

Year	DPP	Budget	Evaluation	Program Review	EMP Development	Accreditation	EMP Implementation
2007 to 2008	Fall						EMP 2007-2012
	Spring						
2008 to 2009	Fall					Site Visit	
	Spring			Program Review			
2009 to 2010	Fall	Review DPP, Submit Requests → Allocation					
	Spring		Evaluate, Update DPP		Review EMP		
2010 to 2011	Fall	Review DPP, Submit Requests → Allocation				Midterm Self Study	
	Spring		Evaluate, Update DPP				
2011 to 2012	Fall	Review DPP, Submit Requests → Allocation		Program Review		Midterm Report	
	Spring		Evaluate, Update DPP		Write EMP		
2012 to 2013	Fall	Review DPP, Submit Requests → Allocation					EMP 2012-2016
	Spring		Evaluate, Update DPP				
2013 to 2014	Fall	Review DPP, Submit Requests → Allocation		Program Review		Self Study	
	Spring		Evaluate, Update DPP		Review EMP		
2014 to 2015	Fall	Review DPP, Submit Requests → Allocation				Site Visit	
	Spring		Evaluate, Update DPP				
2015 to 2016	Fall	Review DPP, Submit Requests → Allocation		Program Review			
	Spring		Evaluate, Update DPP		Write EMP		
2016 to 2017	Fall	Review DPP, Submit Requests → Allocation				Midterm Self Study	EMP 2016-2022
	Spring		Evaluate, Update DPP				
2017 to 2018	Fall	Review DPP, Submit Requests → Allocation				Midterm Report	
	Spring		Evaluate, Update DPP				
2018 to 2019	Fall	Review DPP, Submit Requests → Allocation		Program Review			
	Spring		Evaluate, Update DPP		Review EMP		
2019 to 2020	Fall	Review DPP, Submit Requests → Allocation				Self Study	
	Spring		Evaluate, Update DPP				
2020 to 2021	Fall	Review DPP, Submit Requests → Allocation				Site Visit	
	Spring		Evaluate, Update DPP				
2021 to 2022	Fall	Review DPP, Submit Requests → Allocation		Program Review			
	Spring		Evaluate, Update DPP		Write EMP		

## Appendix 4 - Student Demographic Data (2014-15 Academic Year)

### ETHNICITY\*

Unique Headcount	African-American		Am. Indian/Alaskan		Asian/Filipino/Pacific Isl.		Latino		White		Other/Decline to State		Multi-Race	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
2761	95	3%	92	3%	384	14%	1189	43%	1641	59%	77	3%	632	23%

*\*Percentage total exceeds 100% because some students reported multiple ethnicities/races. Multi-Race category is calculated separately and is a unique headcount of students who reported multiple races other than "Other," "Unknown," and "Declined to State."*

### AGE

Unique Headcount	17 and under		18-19		20-21		22-24		25-29		30-39		40-49		50 and over	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
2761	18	1%	998	36%	920	33%	461	17%	202	7%	105	4%	33	1%	24	1%

### GENDER

Unique Headcount	Female		Male		Unreported	
	n	%	n	%	n	%
2761	1341	49%	1414	51%	6	<1%

### SPECIAL POPULATIONS

Unique Headcount	Low Income		DSPS		Veterans		Foster Youth	
	n	%	n	%	n	%	n	%
2761	1413	51%	180	7%	57	2%	8	<1%

*Source: RSCCD Research Data Warehouse, SCC Admissions & Records, DSPS*

## Appendix 5 - Basic Skills Progress Tracker – Introduction and Instructions

The Basic Skills Progress Tracker (or Progress Tracker, for short) tracks cohorts of students in four general areas: English reading, English writing, ESL, and math. ESL may be subdivided into four related areas (integrated, reading, writing, & listening) depending on the curriculum of the college(s) included in the query. The Progress Tracker establishes cohorts of students by looking at the first basic skills course ever taken by a student in a basic skills subject area. This starting cohort will be in a yellow highlighted cell in the final report. Basic skills courses in the four major basic skills areas are identified by TOP code and by CB21 code (COURSE-PRIOR-TO-COLLEGE-LEVEL).

### How to use the Basic Skills Progress Tracker (aka Progress Tracker)

Progress Tracker query selections are made in a left to right fashion, just as one would read the text on a page. You must go in order from the top left of the query page to the top right of the query page, then drop to the second row of selections and proceed from left to right. When all selections have been made, click on the “View Report” button to see the report for your selected options. The following steps provide a walk-through for the successful operation of the Progress Tracker query. You should proceed as follows (in the given order):

1. **Select a specific college** as the focus of your query (or select “Statewide” for a query that includes the entire CCC system)
2. Select a **“Cohort Start Term”**. This term defines the beginning point for the basic skills cohort you will be tracking. All students who first enrolled in a given basic skills subject area in the term selected here will be included in the tracker. They need not be first time students in that term; they may be, but that is incidental. The cohort is defined here based on this term being identified as the first term they ever took a course in the given subject area at the selected college. Note that only courses at the focus college are considered when evaluating “first time in a basic skills subject area”, i.e., courses taken at other colleges are not evaluated. This focus is part of the design, as the tool is intended to help with the evaluation of local curriculum (unless the “Statewide” option is chosen, then the evaluation crosses all colleges).
3. **Choose an “End Term”** for your cohort tracking. This selection, in combination with the start term selected in step 2 will define the window of time being evaluated by the query. A typical time window is three years, though it is informative to process a variety of different time frames to see how that affects the progress of cohorts. Note that it is possible to set the start term and the end term to the same term in which case not much progress would be expected, though some patterns of cross-enrollment may be noted, particularly in the ESL and reading basic skills subject areas.
4. **Select a basic skills subject**; this is where you choose which basic skills area to focus on. The choices you see are dependent on the curriculum offered at the focus college selected in step 1 during the term selected in step 2. For instance, you may see only ESL – Integrated, if that is the only type of ESL course offered at the focus college, or you may see more options such as ESL – Listening, ESL – Writing, etc. Moreover, if the curriculum at the focus college was different at different points in times, the basic skills subject choices will reflect those changes when a new start term is selected. The four general basic skills areas (English – Reading, English – Writing, ESL, and Math) are defined by the Taxonomy of Program (TOP) coding used by the focus college.

5. **Select starting cohort level**; this drop down box allows you to select the starting level in the basic skills subject area. Courses that are “One Level Below Transfer” are the courses immediately prior to the transfer level course (i.e., the prerequisite for the transfer course). Courses that are “Two Levels Below Transfer” are the course prior to the prerequisite for the transfer level course, and so on.<sup>1</sup>
6. The “**Customize Cohort**” selection is the final drop-down box and it is optional. It allows you to de-select courses that have been identified as belonging to a certain basic skills area at a certain level. In a typical query, there will be no need to use the “Customize Cohort” option, but there are several reasons why it may be useful in certain situations. For instance, you may click on the “Customize Cohort” button and see that some courses are improperly identified as courses at the level of interest. You could use this option to exclude those courses from being used in the formation of the basic skills cohort presented in the Progress Tracker report (you should also make a note of the improperly coded courses so that you can look into getting them coded properly, see FAQ below for more details). Another potential use of the “Customize Cohort” option is to refine a report so that you are focusing only on certain classes. Perhaps your college has some accelerated curriculum and some non-accelerated curriculum at a given level; you could use the “Customize Cohort” option to run a report for each type of course, as long as they have separate Course IDs. Cohort progress rates could then be compared across the different types of curriculum offered at the same level.
7. Click on “**View Report**” and after a brief wait the report should appear below your query selections.
8. If you wish, you may select to disaggregate the report by the demographic and programmatic categories provided in the “**Report Format Selection Area**” below the generated Progress Tracker report. Once you have checked the boxes corresponding to your areas of interest, click on the “**Update Report**” button in the bottom right of the screen.
9. Once a report is generated, clicking the “**Advanced Layout**” button provides new options are useful for customizing the look and content of your report. The advanced layout options replace the checkboxes of the “**Report Format Selection Area**” with a more complex set of options. You can filter the report area to show only selected categories of Gender, Age, Ethnicity, Financial Aid, etc. Filter categories can be dragged into the Row or Column display area and content that is displayed in rows can be dragged over to the column display area and vice versa. It may take some experimenting to see how to best use these options to create the custom report that best meets your needs. The “Data Area” allows you to arrange the order of the displayed data (Headcount, Attempts, and Success) to suit your reporting needs. One important use of the “Course IDs” field in the “Columns” area is to de-select the Course IDs of courses that do not necessarily belong in your final report. For instance, you may wish to de-select non-gatekeeper transfer level English courses. That is, if English 1A is the first transfer level English

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<sup>1</sup> The CB21 MIS data element (COURSE-PRIOR-TO-COLLEGE-LEVEL) determines whether courses are identified as transfer level, one level below, etc. Only courses with TOP codes in English reading, English writing, math, and ESL are assigned CB21 codes. CB21 codes can be viewed for a given TOP code with the “Course Details” query on the CCCCCO Data Mart 2.0. Oftentimes, issues with a Progress Tracker report have to do with improper coding of the CB21 data element. Your local academic specialist and/or MIS guru should be able to work with you to get your college’s CB21 codes (or other MIS codes) coded properly and reported to the Chancellor’s Office.

course (aka, the gatekeeper course) you may wish to deselect English 2 or English 1B (for example) as those courses are subsequent to English 1A and do not carry the same significance in the context of a report that is focused on the progression of cohorts of students through the basic skills sequence. Also, if your college does not have pre-requisites on transferable English electives like literature or creative writing courses, you might also want to exclude these. By de-selecting those courses in the “Course IDs” field in the “Column Area”, headcount, attempts, and success in those courses are no longer counted or displayed in the report area of the Progress Tracker. Finally, if checked, the “Defer Layout Update” checkbox may improve performance by allowing you to make all your selections first and then apply all of your selections at the same time by clicking on the “Update” button in the lower right of the screen.

**Data Fields:**

- Student: Students number is the headcount.
- Attempts: Attempts is the count of enrollments by the students.
- Success: Success is the count of successful enrollments (grade of ‘A’, ‘B’, ‘C’, ‘P’, ‘IA’, ‘IB’, ‘IC’, ‘IPP’)