

HISTORY

1. Executive Summary

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Strengths:

- The History department strengths include robust course offerings that play a significant role in fulfilling the college's mission to provide opportunities for critical thinking, developing communication skills and understanding diverse cultures and societies.
- We offer our students lots of choice and flexibility (face-to-face, DE, hybrid, day, evening, CWA and Honors).
- History students receive supplemental academic support, including skills-based workshops in reading the textbook, writing in-class essay exams and book reviews.
- Collaboration among the nine disciplines that make up the Social Sciences also adds strength to our department: history students have been awarded scholarships, as well as participated in brown bags, the TOIs speakers' series and transfer workshops.
- Our participation in the Latin American and Latino/a Studies program provides additional opportunities for students, including at least one field trip each year.
- The data suggests that our department is efficient and productive (with load and fill rates above the college average), and our students are successful (with success and retention rates on a par with the college targets).
- Our students are increasingly racially and ethnically diverse, and African American students are significantly more likely to succeed in our classes in 2014/15 (65%) than they were five years ago (52%).

Challenges:

- Declining enrollment in some key daytime sections and subsequent class cancellations have impacted negatively on our ability to offer a full range of core courses and electives.
- We feel that our program, along with the other social sciences and humanities need to be better integrated into college-wide outreach and promotion.
- Heavy faculty workloads sometimes make it difficult to complete all tasks in a timely fashion and do everything we want to improve our program and support our students.
- Some students are still more likely to succeed in our classes than others (eg even though African American students are much more successful than in the past, they are still less likely to be successful than white students).

Plans:

- Participate in the new GE Pathways initiative (Fall 2016) will offer our students and department even more opportunities for deep learning and faculty collaboration in support of transfer.
- Revise course outlines as needed to include supplemental readings beyond the textbook for articulation to the UCs.
- Review courses and curriculum that address Asian, Asian American and Pacific Islander experiences in order to ensure culturally relevant courses that respond to changing demographics.
- Discuss the needs of English Language Learners in our classes.
- As part of the Social Sciences, work closely with our Promotion, Outreach and Marketing team to do a better job promoting our courses, degree and certificate programs, and unique opportunities for students (scholarship, hub, etc.)
- Continue to assess Distance Education, scheduling, course rotations, honors, and day / evening courses in order to maximize accessibility and success for our students. Discuss the possibility of

offering more hybrid classes. Discuss the increased number of evening students and ascertain if any changes are needed.

2. Program Context

1. Mission: How does your program align with the college's mission? If your program has a mission statement, include it here

Transfer and General Education.

Our history program at Cañada College is designed to offer history majors and those interested in history not only basic transfer courses, but also the opportunity to receive a broad background in both U.S.

history and the history of different regions of the world. Our department places an emphasis on developing stimulating transfer level courses and maintaining high standards. To facilitate the success of

all of our students we offer a support system that includes one-on-one peer tutoring and faculty mentoring, honors options, study groups, independent study, directed reading, and book review and exam preparation workshops

History is one of nine disciplines that make-up the Social Sciences. The mission of Cañada College's Social Sciences is to education students in human behavior in its many past and present cultural forms, in individual, group, national and international contexts, and to empower students as democratic participants in a rapidly changing world. Students develop a solid foundation in the social sciences, and understand how knowledge in the social sciences is acquired and evaluated. The social sciences challenge students to think analytically about themselves and the world in which they live.

2. Articulation: Describe how your program's articulation may be impacted by changes in curriculum and degree requirements at high schools and 4-year institutions. Describe your efforts to accommodate these changes.

We do not anticipate any major new changes in curriculum or degree requirements. Over the course of 2014-2015, all six of our core courses were approved for C-ID Designation. With regards to the UCs, articulation of HIST 455 with UC Berkeley (HIST 12) was recently denied because there was "no reading outside of the textbook." So as we update course outlines for HIST 455 and other electives, we need to ensure that our supplemental reading requirements are included.

3. Describe how changes in community needs, employment needs, technology, licensing, or accreditation affect your program. CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group? recommendations for your program.

Overall, we do not see any significant changes at this time. However, there are some trends worth noting with regards to demographics. First, there is a growing population of Asian American and Asian and Pacific Islanders in our community, suggesting an ongoing need for culturally relevant curriculum that addresses the history and experience of those groups. Second, since almost half of the residents (46%) in our area speak a foreign language at home, we may want to look more closely at how well we are serving and supporting English Language Learners in our classrooms.

The History Dept. (and other Social Sciences) provide our students and community with rich, rigorous and meaningful learning opportunities, especially with regards to critical thinking, understanding diverse cultures and societies, and developing communication skills that are of value to all employers. However, we feel that the college could do a better job of helping us to get this message out to the community. We would like to see more focus on the Social Sciences as part of our overall outreach and promotion efforts.

3. Looking Back

4. Curricular Changes: List any significant changes that have occurred in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

There have been no significant changes to curricular offerings, scheduling or mode of delivery. Just a few minor adjustments: With regards to scheduling, we met with the College for Working Adults in order to improve communication and better coordinate course offerings. We have continued to expand our online offerings slowly and intentionally (in Fall 2015, we added HIST 245) in order to ensure both quality and choice and flexibility for students.

To adapt to the dip in enrollment we did cut the total number of face-to-face offerings by 3 sections in the Fall of 2015 (when compared to Spring). This was to make sure that the courses we schedule during any one particular semester fill and also to keep our load as high as possible. This has worked, but we must also come up with a way to maintain the comprehensive nature of our program as well (i.e. We want to include all areas of the world and also make sure that all of our core courses run). Students consistently ask us when we are going to offer Middle Eastern History, which even though it has a low fill rate is ranked by students as one of the best courses they have ever taken. This is in part due to the enthusiasm of Professor Michael Noonan, but also the importance of the topic in today's world. Further, due to a lack of enrollment in Far Eastern History we need to work on modifying the course so that it appeals to more students. Given the importance of China, India, and Japan in today's world we would like to make sure that our students have the opportunity to take a course focussing on these countries. We have even stopped running History 101 which is one of the six core courses linked to the needs of the UCs and CSUs for multiple majors. Hopefully, by working with our new marketing team we can turn this around and once again offer these classes without risking the underenrollment of any other courses and also damaging our load numbers.

5. (A) Progress Report-IPC Feedback: Provide your responses to all recommendations received in your last program review cycle.

We received feedback that at least one reviewer was concerned about the number of electives in the History Dept. that won't articulate as lower division course work when our students transfer. In response, we took another look at those electives, examining them course-by-course in order to assess their efficacy. One of those courses is not currently being offered: HIST 243: History of Africa. HIST 451 and 452 need further examination and possible modifications. We determined that each of the other courses (HIST 246, 247, 422 and 455) has an essential role to play in fulfilling student needs & Cañada's directives (GE, Ethnic Studies requirement, History & Latin American and Latino/a Studies Degree programs, and EMP Strategic Direction #4).

Another comment that we received was that SLOAC data was missing from most of the history courses. In response to this, we reviewed the History Department Assessment Report very carefully and created a chart of courses, with a list of SLOs that have been assessed and those that haven't, so that we can identify the gaps, why they are occurring, and then fill them.

Course SLOs assessed SLOs not assessed

HIST 100 #3	#1 and #2 and #4
HIST 101 #1	#3 and #4 (there is no #2 that I can see)
HIST 104 All	
HIST 106 All	
HIST 201 All	
HIST 202 All	
HIST 242 ---	All (This course was offered once by an adjunct)
HIST 245 All	
HIST 246 #1	#2 and #3 (This course was offered once)
HIST 247 #1, #4 and #5	#2 and #3 (This course was offered twice)
HIST 422 #2 and #3	#1 and #4 (This course was offered once)
HIST 451 ---	This course has not been offered.
HIST 452 #3	#1 and #2 (This course was offered once)
HIST 455 #1	#2 and #3 (This course was offered twice by an adjunct)

Summary of SLOs chart:

14 courses total.

- 5 were regularly offered and the SLOAC was completed.
- 1 course was not offered at all.
- 4 courses were offered only once during the cycle, in 3 of those at least one SLO was assessed; the 4th is taught by an adjunct who has not responded to requests for SLO assessment.
- 2 courses were offered twice. In one of those courses, 3 out of 4 SLOs were assessed. The other is taught by an adjunct and 1 SLO was assessed.
- 2 of our regularly offered courses are out of compliance.

Conclusions:

1. Many of the gaps are the result of irregular course offerings.
2. For classes taught by adjuncts, who are not compensated for out-of-class time, it is sometimes difficult for us to enforce submission of regular SLO assessments.
3. We will work to bring the 2 regularly courses into compliance as soon as possible.
4. It would be helpful if we could identify which courses have been offered and when in TracDat, since there is currently no clear indication.

We received a comment that "There is nothing in Tracdat for the Social Science program for review." We are not sure why this is.

In response to IVb. Professional Development, we received a comment that says: "List previous activities and a list of planned activities for next year." We do not know why we received that comment since we listed ten previous activities and seven planned activities as part of our Annual Review / Plan (page 13).

(B) Progress Report-Prior Action Plans: Provide a summary of the progress you have made on the strategic action plans identified in your last program review.

- We have continued to work closely with the other Social Science disciplines in order to assess our overall PSLOs and discuss and reflect on the results.
- We have not completed the SLOAC cycle for all of our classes. Several classes have not been offered regularly enough to be able to comply with the four-year cycle. It has continued to be problematic trying to collect results on classes taught by part-time faculty. Full-time faculty are assessing SLOs, but regularly fall behind in entering results due to workload issues.
- We were unable to offer our full slate of face-to-face classes in 2014-2015 due to class cancellations. We are particularly concerned about HIST 101 being cancelled since it is one of our core classes for the AA and AD-T, and also an important GE class. We are also concerned

about HIST 422 since it is a core course for the Latin American and Latino/a Studies Degree. We know at least one student had to apply for a substitute class as a result. We were able to offer a full slate of DE classes.

- As planned, we did add another concurrent Honors offering: HIST 106.
- We participated in a variety of professional development activities. We would like to do more, however. On at least two occasions, faculty felt that they could not participate in desirable professional development activities due to workload issues.
- Valuable collaboration has continued on a number of fronts. Together with the other Social Scientists, we also assessed our interdisciplinary degrees and instead of updating our Social Sciences - International [Global] Studies Degree, we are investigating the new TMC for AD-Ts in Global Studies and Social Justice Studies. We participated in the development of the new GE Pathways Program. We continued to collaborate with A2B and Latin American and Latino/a Studies programs, and also the Transfer Center.
- We primarily promoted our degrees and course offerings directly to students (we did not meet with counselors as per our plan, although we did work closely with Transfer and Honors counseling staff) through participation in events such as Transfer month and Majors2Careers. We also posted Web ads, flyers and computer screen slides.

6. (A) Impact of Resources Allocation: Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write not applicable.

N/A

(B) Impact of Staff Changing: Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable"

N/A

4. Current State of the Program

7. (A) Connection & Entry-Observation: Observation: Describe trends in program and course enrollments, FTES, LOAD and Fill Rates. Cite quantitative data and identify the specific tables from the data packets. If other sources of data are used, please upload these documents or provide URLs.

Program headcounts have remained very consistent overall, generally trending slowly upward over the past five years. The 2014-2105 count was down by an insignificant number (7 students) from a high of 1,298 in 2013-2014 ("Productivity by Year," Table 1). The one number that really stands out is the increase in the proportion of students taking evening, as opposed to daytime classes. Over the past five years, daytime enrollment has decreased by 21% and evening enrollment has increased by the same amount. This is something that we may need to examine more closely. Also interesting: The Spring 15 headcount was notably higher than Fall; the opposite of our general college-wide pattern:

HISTORY: COLLEGE:

Fall 14: 543 15,673

Sp 15: 603 15,333

Further, for the previous year, the college was slightly up in Spring, while the History Dept. was up more significantly. Three years ago, the history dept was up and the college was down. Not hugely significant, but kind of interesting and something to keep in mind as we schedule classes.

The overall fill rate is 81.6%, down slightly (4%) from the prior year, but above the college average (77.5%). FTEF

and FTES are both up slightly, as is WSCH. Load was down a little from the previous year, but still well above the college average (532 compared to 488). The number of sections offered was up in 2014-2015, but has since been adjusted downward. Overall, the program appears both efficient and stable, with no major fluctuations in FTES, LOAD or Fill rates. Note: in the data packets, it appears as if concurrent Honors sections may be negatively affecting our apparent efficiency. In reality these classes translate into additional work for faculty (aka two classes in one) and higher fill rates.

(B) Connection & Entry-Evaluation: Evaluation: What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation that may improve these trends in enrollment? NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.

We do not see the need for any major changes. But we do continue to make important small adjustments and work towards improving fill rates and efficiency with specific classes. We need further investigation into the ratio of daytime versus evening offerings and the role played by CWA in day/eve enrollment changes.

As part of the Social Sciences, in collaboration with our Outreach and Marketing team, we are working to promote our degree programs and course offerings. We feel that there has been an overall emphasis on STEM in recent college-wide marketing and that the Social Sciences are not always as visible and present as some of our other programs.

8. (A) Progress & Completion-Observation: Observation: Describe trends in student success and retention disaggregated by: ethnicity, gender, age, enrollment status, day/evening. Cite quantitative data and identify specific tables from the data packets. If other sources of data are used, please upload these documents or provide URLs.

Overall success rates have been trending upwards during the past five years, although in 2013/14 we reached a high of 72%, then dropped slightly to 69% in 2014/15, just below the college target of 70%. Retention rates are quite steady, and aligned precisely with the college target of 84%. Success rates for African American students have climbed fairly significantly over the past five years, from 52% to 65%, but still below the 70% benchmark. Also true of Hispanic students success; rates have risen from 49% to 65%. Overall, non-Filipino Asian students succeeded at the highest rate: 79%, but Filipino students had the lowest success rate of all: 50% in 2014/15. This may be an anomaly however, since for the past four years, Filipino students have been successful and the numbers are relatively small (44 Filipino students in 2014/15).

Female students were slightly more successful than male students in 2014/15: 70% vs. 68%. And, over the past five years success rates have climbed significantly for females, from 57% to 70%. Retention rates are the same regardless of gender.

Students under 18 years of age were very successful in our classes in 2014/15 (85%), probably reflecting the success and wrap-around support offered by the Middle College program. (In 2010/11, there were half as many students under 18 and they had a success rate of only 44%!)

In “Course Success and Retention by Enrollment Status” one group, “Returning Students,” stood out for consistently under-performing when compared to other groups even though the success rate for this group has trended significantly upwards. In 2010/11, only 39% succeeded. In

2014/15 61% succeeded. This is likely to reflect the external challenges that older students commonly face with regards to financial and family responsibilities. It would be interesting to know how many of these students are enrolling in CWA and whether or not that is a significant factor in their ability to succeed.

(B) Progress & Completion Online-Observation: Observation: For online courses describe any significant differences in the success and retention of students who are taking online courses compared to face-to-face courses.

It is not too surprising that students in face-to-face classes experienced higher success and retention rates than those in online courses: 71% versus 62% success, and 87% versus 74% retention (2014/15). What is interesting: a success rate of 93% for the 41 students enrolled in hybrid class(es). For the past five years, with one exception (2012/13), students in hybrid classes have had the highest rates of success. This may have more to do to the fact that these students are part of CWA, than the mode of delivery, but this is something that needs to be investigated further.

(C) Progress & Completion-Evaluation: Evaluation: Based on these trends, what do you feel are significant factors or barriers influencing student success in your courses and program? What changes (e.g. in curriculum, pedagogy, scheduling, modality) could be implemented to improve these trends? NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.

We know that while some students clearly benefit from online learning, the majority of our students are more likely to be successful in face-to-face classes. So even though online classes are becoming increasingly popular, we will continue to move cautiously and intentionally in growing these offerings. The high success rates of students in hybrid classes needs further investigation as a possible option for the future. This rate (93%) may be due to the fact that these students are part of the CWA program, and/or due to the fact that the number of students is quite small. However, hybrid course offerings are worth considering, since it is possible that they may offer the best of both worlds: the flexibility associated with online learning, along with the relationships and rich interactions that occur more readily in face-to-face classes.

As housing and other costs continue to rise, barriers outside of the classroom continue to increase for our students. We are thankful that we have Sparkpoint and other support available on our campus, but this is something that we continue to be concerned about. Again, we intend to investigate the efficacy of offering more hybrid classes, as one possible improvement that might benefit students.

9. (A) SLO Assessment-Compliance: Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time

Not all SLOs are being systematically assessed at least once every 4 years, as described above in 5A, "Progress Report - IPC Feedback." Out of 14 courses offered, five were offered regularly and the SLOAC was completed for those. One course was not offered at all, so no SLOs were assessed. Four courses were offered only once during the cycle and of those, three assessed at least one SLO (the 4th is taught by an adjunct, who has not responded to requests for SLO assessments). Two courses were taught twice and in one of those, three out of four of the SLOs have been assessed. The second class is taught exclusively by adjunct faculty and one SLO was

assessed. We are behind in two courses that are regularly offered: in HIST 100, one SLO was assessed and three have not been; in HIST 101, one SLO was assessed and two have not been.

Overall, we feel that coordination and completion of SLOACs has been hampered primarily by irregular course offerings and the difficulties that we have sometimes had in collecting results from adjunct faculty members.

(B) SLO Assessment-Impact: Summarize the dialogue that has resulted from these course SLO assessments. What are some improvements in your courses that have been implemented through SLO assessment? How has student learning been improved by changes in teaching? Cite specific examples

For the most part, we have been very pleased with the results of our SLO assessments. Most of the discussion that has taken place has been at the Program Learning Outcomes level, as part of the direct assessment that the Social Sciences faculty conducts at the end of each semester. These discussions have reaffirmed the direction we have taken with both PLOs and History SLOs, which align nicely and both vertically (course to program) and also horizontally (across the nine social science disciplines).

Most of the improvements that we have made to our courses have been relatively minor. For example, in response to the Fall 2014 assessment of the SLO#5 (HIST 202) that says "students will learn to distinguish between and use primary and secondary sources in written assignments, ppt presentations, oral presentations, etc", at least one faculty member changed the timing for introducing students to these concepts (as part of introducing them to a Reader that contains a variety of sources). The earlier timing gave students more opportunities to apply and practice what they were learning, in order to learn it better.

In another example, SLO#4 (assessed in HIST 104 during the 2014-2015 cycle), "Develop an informed point of view and reason-based argument that is well supported by historical evidence and examples," the criterion were met and most students succeeded, but again, the instructor made some minor, but important adjustments after discovering that the majority of students who did fail to achieve the desired outcome, were also highly likely to have failed to complete the smaller scaffolded assignments along the way. As a result, the instructor now places a much greater emphasis on ensuring the completion of those smaller assignments.

10. (A) PLO Assessment-Plan: Describe your program's Program Learning Outcomes assessment plan. Please specify whether you are using direct or indirect measurements of assessment.

The Social Sciences consists of nine departments: anthropology, communication studies, economics, geography, history, philosophy, political science, psychology, and sociology, and have three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines).

Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: “Incomplete”, “Acceptable”, and “Accomplished”. When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) for each row of the rubric to indicate the students’ levels of competency (“incomplete” was represented by the scores 0 and 0.5, “acceptable” by 1 or 1.5, and accomplished by a 2). An average score of 1.0 (“acceptable”) was desired.

(B) PLO Assessment-Impact: Summarize the major findings of your program's PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment? NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.

This past semester, 27 papers and exams were assessed. 85% (23/27) of the papers/exams received at least a 1 "acceptable" score. The average was 1.44, an increase from the previous assessment. The criterion was met. This was the second year the rubric was used to assess student competency. During the first year, one major area of concern that was discussed during the scoring of the samples: there was some difficulty identifying the social science theories that the writing assignments were targeting (although faculty attached the writing prompt). During the second year, there was some confusion with sampling methods. A few faculty members did not use random sampling to select their examples. This probably altered the results. It was decided all examples need to be randomly selected next semester. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the social sciences program.

5. Looking Ahead

11. Program Improvement Initiatives:/