College of San Mateo

Instructional Program Review

Program Name: **History**
Program Contact: **Hunt, Judith**
Academic Year: **2016-2017**
Status: **Submitted for review**
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1. Description of Program

Provide a brief description of the program and how it supports the college's College Mission and Diversity Statements, CSM Strategic Goals 2013/14 to 2015/16, and other Institutional Program Planning as appropriate. What is the program's vision for sustaining and improving student learning and success over the next three years?

The History program offers survey courses in European history and United States history that are transferable to UC, CSU and fulfill CSM General Education and History AA-T requirements. Survey courses in European and U.S. history also fulfill CSU and UC History Major requirements. The transferability of our courses supports the District and CSM institutional mission of offering clear and efficient paths to transfer and degree completion. Active courses include:

History of Western Civilizations I (HIST 100)

History of Western Civilizations II (HIST 101)

History of the United States I (HIST 201)

History of the United States II (HIST 202)

Women in American History (HIST 260)

California History (HIST 310)

The History program is dedicated to student-centered learning and strives to promote academic excellence and support student success with an innovative course design.

In response to the program's declining enrollment, a desire to improve student success, and a commitment to contribute to the District's *Students First: Success, Equity, and Social Justice initiative* (hereinafter abbreviated DSI #1) and CSM's *Strategic Goal: Improve Student Success* (hereinafter abbreviated CSG#1), the program revised our course outlines in the 2015-2016 academic year. As a result, our courses now emphasize diversity, particularly in regards to race, ethnicity, class, gender, sexuality and cultural worldviews and emphasize the historical legacies equity and inequity. These revisions, aimed at providing inclusion, offer a multitude of voices to traditional historical narratives, providing students greater opportunities to connect to the course material and gain a deeper understanding how these histories shaped, and continue to shape, our collective past. (CSG #2). With a focus on issues of social justice and diversity, our courses promote critical thinking, encourage collaborative learning and enhance analytical reading and writing skills. It is our goal to make all of our courses as academically, professionally, and personally relevant CSM students as possible (DSI #1, CSG #2).

The History program also supports the district and institutional commitment to student-centered learning and excellence in teaching (DSI #1, CSG #1). Over the past year, faculty in the History program have spent a great deal of energy learning from and collaborating with faculty and staff across the College. By working with the Learning Center, the EOP office, the Counseling Services, Veterans Services and Disability Resource Center (DRC) as well as other academic programs including the Mana Program and

Ethnic Studies, History faculty have a better understanding of ways to meet our students' where they and help them reach the next level of their academic, personal, and professional pursuits.

Faculty collaborate on course materials, lesson plans and assignments and are actively engaged in professional development opportunities offered by the College, the District, and the larger academic community. For example, faculty members participate in the summer NCORE Conference, the Epic Fellows program, and regularly participate in workshops and seminars offered by *Facing History and Ourselves*, a national organization that works with K-12+ educators to "heighten students' understanding of racism, religious intolerance, and prejudice; increases students' ability to relate history to their own lives; and promotes greater understanding of their roles and responsibilities in a democracy." These workshops provide faculty the opportunity to collaborate with 9-12 educators and better align curricula for our students (DSI #2 & #3).

2. Student Learning and Program Data

A. Discuss Student Learning Outcomes Assessment

1. Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program.
Specify how SLO assessment informs curriculum development and changes to curriculum.

In Spring 2016, SLOs were assessed for History 202, 201, 100, and 310. In History 101 and 202, students successfully demonstrated core content knowledge. They are able to demonstrate knowledge of the broad historical narratives of modern U.S. and modern European history.

In History 202, students did particular well in demonstrating an understanding of issues of diversity and social justice. However, the same results were not as evident in History 310 and History 100. In these courses, more students struggled to demonstrate mastery of the historical narrative and a sophisticated understanding of cause and effect.

At this point, we do not have enough SLO assessment data to discern, with any great certainty, what this data reveals. It is possible that the difference in student learning outcomes may be a result of course content. It is possible that courses that cover more recent histories, whether U.S. or European, tend to be easier for students. We will need to collect and analyze data from all courses to see what patterns emerge.

However, what is clear from the limited data we have collected thus far, is that mastery of critical writing skills proved most challenging for students and is the area that needs improvement if we are going to successfully help students achieve their future academic and professional aspirations.

One of our goals is to improve student success in critical reading and writing. In the Spring of 2015, we changed the recommended English preparation for all History course to successful completion of English 100 rather than eligibility. Our hope is that students will come to our courses with college-level writing/reading experience. We should have enough data by the end of the 2016-2017 academic year to evaluate the impact of this new recommendation. However, to effectively measure the effectiveness of this change, we need assistance in disaggregating SLO data by English course completion. Otherwise, we will have to rely on student self-reporting regarding successful completion of English 100.

There are enrolled students who do not have the reading and writing skills required for a college-level history survey course. In an effort to help students successfully obtain these skills, we are assigning more writing assignments that include opportunities for drafting, editing, revision and resubmission, a process that includes detailed instructor editing/feedback. This strategy, although arduous, does help many students. The quality of writing, both in analysis and grammar, improves significantly as students draft and revise their work. However, it is unrealistic to expect that students can gain these skills from one course or through the editorial efforts of individual faculty. This is an effort that requires working across disciplines and divisions.

The Library faculty have been generous in supporting student research but we are certainly taxing an already understaffed resource. The same is true with the Learning Center. The Learning Center is offering tutorial services for history courses and working with students in our classes to develop more effective study habits. However, students in our classes definitely need assistance with writing and would definitely benefit from further institutional investing in writing tutors that assist ALL students, not just those registered in English classes.

We are now fortunate to have Tabitha Conaway, a Learning Center faculty, teaching in the program. Her expertise in student learning will contribute to ongoing efforts to improve the program's assessment of student learning and help us to design multiple measures of assessment. (DSG #1)

2. Comment on the success rates in the program SLOs that are aligned with specific course SLOs. What do the program SLO and course data reveal about students completing the program? Identify trends and discuss areas in need of improvement. Is the alignment between course and program SLOs appropriate and informative? Describe any additional methods used to assess program SLOs and reflect on the results of those assessments. See course-to-program SLO alignment mapping.

All faculty in the history program are new and do not have enough information to offer anything other than speculative insights regarding the past trends of the historical data of program SLOs and course SLOs.

In the 2016-2017 academic year, we will continue to collaborate with the Learning Center and we are now exploring the tutorial services available through Canvas to help improve student learning. We will also continue to meet with the College Counselors so that they are familiar with our course requirements so that they can help students understand the amount of work required to succeed in our courses. We could also develop pre-and post-tests so that we can better understand what students are and are not learning in our courses. This type of data would be helpful in evaluating course SLOs.

Other forms of assessment and data that would be helpful would include information about broader transfer rates, where students transfer to, and their degree completion rates after transfer.

3. For any courses in the program that satisfy a GE requirement, which GE SLOs are supported or reinforced by the course SLOs? What do assessment results for the course SLOs (and for the GE SLOs, if available) reveal about student attainment of the GE SLOs? See GE SLO Alignment Summary Report 🔒 or All Courses GE SLO Alignment Data 🔒.

All courses offered by the History program promote and evaluate effective communication, critical thinking, provide opportunities to develop and evaluate arguments using both qualitative and quantitative evidence, and apply interdisciplinary approaches to problem solving. Course content in all course offerings emphasizes race, class, ethnicity, gender, cultural diversity and social justice to promote social awareness and diversity. Through group work, student presentations, written work, and class discussions, history courses emphasize effective communication and provide opportunities for students to express their ideas. All history courses require research and writing assignments, providing students the opportunity to communicate effectively in writing and promote critical thinking. History faculty work collaboratively with the Learning Center, Learning Communities, the Honors Program, Veteran Student Services and the Counseling Center to promote General Education SLOs. 2015-2016 assessment data reveals that students are successfully able to understand historical issues of diversity and social awareness, to communicate effectively about the historical past and its legacies in oral and written communication, and to think critically about the past. Of the areas that need to improve, critical reading and writing skills remain the most challenging.

B. Student Success Indicators

1. Review Student Success and Core Program Indicators and discuss any differences in student success indicators across demographic variables. Also refer to the College Index and other relevant sections of the Educational Master Plan: Update, 2012, e.g., Student Outcomes and Student Outcomes: Transfer. Basic Skills programs should also refer to ARCC data.

2015-2016 Data	History Program	Division
Student Success Rate	71%	71.2%
Student Retention Rate	86.7%	86.5%
Student Withdraw Rate	13.3%	13.5%

Historical Data	Student Success	Student Withdraw Rate
History Program 2014-2015	73.1%	13.5%
History Program 2012-2013	49.8%	27.2%
History Program 2012-2013	51.8%	23.5%
History Program 2011-2012	52%	23.7%

There was a significant increase in student success rates and a significant decline in withdraw rates. Our percentages are now inline with the Division.

Student Success	History Program (success rate/withdraw rate)	Division (success rate/withdraw rate)
Asian	81.8%/10.8%	78.8%/10.8%
Black	68.8%/0%	66.6%/13.0&
Filipino	67.7%/12.9%	69.9%/14.7%
Hispanic	64%/16.6%	61.5%/16.1%
Pacific Islanders	72.7%/0%	59.5%/16.1%

Student success in traditionally underserved student populations has improved dramatically from previous years and are now inline, or surpass, Division averages. Success rates were higher and withdrawal rates lower for Asian, Black, Hispanic, and Pacific Islanders. We are pleased with these increases in retention and success rates and will continue to work hard to promote student success.

Despite these successes, we would like to see an improvement in student success rates among White (71.1%) students in history courses since is was slightly lower that the Division average(75.6%) and a slightly higher withdrawal rate (14.1% vs. 12.8%). The same is true for students identified as Other. Student success in this category was 69.2 while the Division success rate was 75.2. While we are not sure if our decision to move away from the traditional historical narrative that emphasizes political and military history to a narrative that privileges a multitude of perspectives and focuses on diversity is a factor in this, but we will continue to assess the disaggregated data on student success and recalibrate instructional content and methodologies as appropriate to improve student success for all of our students.

2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to Delivery Mode Course Comparison.

No data is available. The History Program did not offer DE courses in the 2015-2016 academic year. Instead, our energies, as new faculty, were dedicated to improving student success/retention and growing enrollments in our on-campus courses. We are making significant headway on these goals and once we are confident that our enrollments have stabilized, we will offer DE courses. Our hope is to offer DE courses in the Fall of 2017. All full-time faculty members have successfully completed STOTS I training, are currently attending Canvas workshops.

In the meanwhile, all courses offered by the History program incorporate technology and digital learning. Class materials, supplemental readings are made available, at no cost, via WebAccess helping reduce educational expenses for students.

For the U.S. history surveys, all faculty members are using a digital text (Globalyceum). We understand and support the District and College commitment to lower student educational expenses by moving to open source texts. However, we have not yet found an open-source text that surpasses Globalyceum in terms of content and pedagogy. Few of the open-source texts in the discipline of history provide the diversity and social justice necessary to meet the learning interests of our student population. Moreover, these texts do little in the way of accommodating students varied learning styles/needs. Globalyceum is particularly apt at accommodating diverse learners. For example, students have the option to read the chapters or, audial learners, can listen to the chapters. For students who need adaptive texts, font sizes can easily be altered, slide presentations have audio companions, and all images have captions and descriptions that work with electronic reader devices. The text also has multiple self-assessment exercises that all students can use to evaluate their own learning. Globalyceum costs students $40.00.

C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?

Summarize trends in program efficiency as indicated in the Student Success and Core Program Indicators (LOAD, Full-time and Part-time FTEF, etc.)

LOAD and FTEF have increased in the past year. The department has a Load of 624 (compared to 519.2 in 2011-2012; 457.4 in 2012-2013; and 524.7 in 2013-2014 and 588.9 in 2014-2015) and all courses reached enrollment targets in the 2015-2016 academic year. Our courses are starting to fill quickly and have healthy waitlists. If we are able to successfully grow the program, we will need additional faculty. In the meanwhile, any institutional investment in the Learning Center and Research Library staff would benefit student success in History and other disciplines that require critical reading and writing. For the 2014-2015 academic year, the History Program had two full-time faculty members and no part-time faculty.

3. Additional Factors

Discuss additional factors as applicable that impact the program, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See Institutional Research as needed.

The History faculty has been, and continues to be concerned with critical reading and writing skills of our students. Since the discipline of history, like many others in the College, requires strong analytical reading and research skills, we have changed the recommended English preparation. Our hope is that students will come to our courses with stronger reading and writing skills that will facilitate student success. We should have enough data by the end of the 2016-2017 academic year to evaluate the impact of this new recommendation. To measure this effectively, we would need assistance in disaggregating SLO data by English placement.

Within our classes, we are creating more opportunities for students to engage in critical reading through analysis of primary texts. We are also making a more concerted effort to help students develop their critical writing skills. Every history course incorporates writing and research. Faculty edit student's written work and provide opportunity for revision and resubmission.

Since critical reading and writing skills are vital to our students' long-term academic and professional success, it is our hope that the College will continue to promote these skills throughout the curriculum.

4. Planning

A. Results of Program Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

Both faculty members were new to the Department and to the College of San Mateo in the 2015-2016 academic year. Since all former faculty members had retired from the College before the new hires joined CSM, the new faculty members worked together and with the Dean to discern what they could from past program reviews and institutional data. Based on that information, our immediate plan from the program was to revise and update course outlines, work on creating student-centered curriculums, increase enrollments, improve student success and student retention, and build relationships with throughout the division and centers across campus. We have successfully achieved many of these goals and will continue to work on these objectives in the coming year.

B. Future Program Plans and Actions

Prioritize the plans to be carried out to sustain and improve student success. Briefly describe each plan and how it supports the CSM Strategic Goals 2013/14 to 2015/16. For each plan, list actions and measurable outcomes. Plans may extend beyond a single year. Describe the professional activities and institutional collaborations that would be most effective in carrying out the program's vision to improve student learning and success.

1. Course content and pedagogy. We will continue to update our courses, in terms content and pedagogy, to enhance student engagement and success. It is our goal to make all of our courses as relevant to CSM students as possible. Outcomes: student-centered content and pedagogy.

2. Revise course content to better contextualize Western Civilizations and U.S. History surveys in a Global Context. (DSG #1) Review of course syllabi, course assignments, and SLOs.

3. Improve Critical Reading and Writing Skills: we will continue to work with the Learning Center, International Education, Library faculty, Learning Communities, EOPS, and Year One programming to embed student support services into our courses. (DSG #1) Evaluation of our progress will be evaluated by relevant SLOs.

4. Improve student learning assessments.

5. Diversify course offerings and accommodate student accessibility by offering evening courses and DE courses. (DST #3)

6. Contribute to the development of a Global Studies Program. (DSG #1)

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5. Program Maintenance

A. Course Outline Updates

Review the course outline update record. List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the Committee on Instruction website for course submission instructions. Contact your division's COI representatives if you have questions about submission deadlines. **Career and Technical Education courses must be updated every two years.**

Courses to be updated	Faculty contact	Submission month
Program SLOs		November
Course SLOs		November

B. Website Review

Review the program's website(s) annually and update as needed.

Faculty contact(s)	Date of next review/update
Tatiana Irwin	Fall 2016
Judith Hunt	Fall 2016

The History program's website is in the provision process. Revision is planned to be completed during the Fall 2016 semester.

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Tatiana Irwin	Fall 2016
Judith Hunt	Fall 2016
Tabitha Conaway	Fall 2016

6. Dominant Themes Summary for IPC

Briefly summarize the dominant, most important themes or trends contained in this program review, for division deans to collect and forward to the Institutional Planning Committee. What are the key program issues that matter most? (Brief paragraph or bullet points acceptable).

The most important trend in this program review is the challenges that students have with achieving critical reading and writing skills necessary for academic and professional success, the need for additional program-specific support for student support services, and the need for writing tutors for students in all disciplines, not just students enrolled in English courses.

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