2018-2019 Program Review

Program Name: History
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1.Description of Program:

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. Our courses fulfill CSU and UC GE requirements as well as 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 alignment with CSM's Diversity Statement, the History program serves students from diverse backgrounds and offers a curriculum that reflects that diversity.

In response to the program's previously 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. Perhaps more importantly, due to continued efforts at innovative curriculum design, our courses place a greater emphasis on the historical legacies of equity and inequity. These revisions, aimed at diversity and inclusion, offer a multitude of voices that challenge traditional historical narratives and provide students greater opportunities to see themselves, their communities, and their concerns in curriculum. As students increasingly connect with the course material, they gain a deeper understanding how

these histories shaped, and continue to shape, our collective past. (CSG #2). With a focus on inequity, social justice, and diverse historical perspectives, our courses promote critical thinking, encourage collaborative learning and enhance analytical reading, writing, and research 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 academic excellence (DSI #1, CSG #1). Over the past two 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, Mana Learning Community; Umoja Learning Community, Counseling Services, Veterans Services and Disability Resource Center (DRC) as well as engaging in college committees such as the Academic Senate and the College Curriculum Committee and participating in faculty equity training, History faculty are developing a better understanding of ways to meet our students where they and help them reach their academic, personal, and professional ambitions.

We regularly discuss and evaluate course curricula, 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(d) in District and College Flex Day activities as presenters and participants; the summer NCORE Conference, the Stanford Epic Fellows program, Justice Systems Impacted Student Conference; Guided Pathways Conference; the Pacific Boast Branch meeting of the American Historical Association; E3T2S Equity Training; 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." Last spring we also offered a team-taught early college section of HIST 201 for high school juniors at Half Moon Bay High School. These activities provide faculty the opportunity to collaborate with 9-12 educators and better understand our incoming students (DSI #2 & #3).

History faculty also use field trips to historic sites and archival materials from the CSM library to enrich course content and teach historical thinking skills. Additionally, students are encouraged to conduct oral histories as a method of research, connecting the work they are doing in the classroom to local communities. Examples of oral history projects include interviews with People's Temple members and survivors of Japanese internment camps. The program has also built relationships with Workforce Development to connect students to internship opportunities in the Bay Area, including the Computer History Museum and Benicia Historical Museum. This, along with visits to historical sites, archives, and museums engage students with history professionals, help student explore career paths, and strengthen the College's ties to the broader Bay Areas community (DSI #2 & #3).

Participation in the Academic Senate; Curriculum Committee; the Equity Center and Guided Pathways encourage us to make informed programmatic changes in a responsive, responsible, and collaborative manner.

2-3. Previous/Current Assessments:

Since all members of the History program are relatively new to CSM, 2016 was our first program review. We inherited a program that was in serious decline. The curriculum needed a significant overhaul to better serve the intellectual and personal needs of 21st century learners. Much of our time and energies were spend revising our courses and integrating ourselves into the College. Those efforts were largely successful and we have created curricula that serve the institution's commitment to equity and academic excellence. We have also successfully increased our course enrollments. Thankfully, we have had robust enrollments in all of our courses and as we strive to make our course increasingly relevant and innovative, we anticipate that this enrollment trend will continue.

Since our last program review, we continue to evaluate student performance. Last year we reviewed and revised the SLOs for all our active courses. Course SLOs are now in alignment with the College and District institutional initiatives and complement discipline specific UC and CSU SLOs. Our SLOs are also in alignment with the American Historical Association (AHA) Tuning Project Recommended Core Competencies that include: *Building Historical Knowledge*; *Developing Historical Methods*; *Recognizing Historical Perspective and Ambiguity*; *Apply Skills to decode Historical Record*; *Create Historical Arguments and Narratives*; *Use historical perspective to inform active citizenship*. These revisions were submitted to the College Curriculum committee and were approved (2018). Likewise, we revisited course articulations and made appropriate adjustments. All changes have been reviewed and approved (2018). We still need to map our SLOs and should have that completed by the Spring (2019).

In preparation for the 2018 Program Review, we have carefully reviewed all available data. Overall, student success in history courses (71.6%) is on par with the College (73.3%) and Division (72.9%) suggesting that there are countless opportunities to innovate to improve student success. Our retention rate has declined since 2016-2017, hopefully as a result of intrusive guidance. While at first glance, a lower retention rate might seem like a negative trend, we are pleased that students who are not thriving in a course are making informed decisions to reallocate their efforts. We do not want to maintain a significant gap between success rates and retention rates. Instead, we would like to see all students who stay in a course successfully complete it. So, in this measure, we are making progress. As we move forward, we hope to see a higher success rate and a lower withdraw rate.

The disaggregated data, for the most part, has been very helpful in determining which student populations are thriving/struggling in history courses and identifying ways which we can further grow successes and more effectively address gaps in student success rates. For example, the history program is attracting a marginally higher percentage of Black students but they achieve a significantly higher success rate in history courses (66.7) than they do college-wide. However, there is still a significant gap (4.9%) that needs to be closed. We now have a plan in place (see Section 4). Hispanic students are enrolling in history courses at a higher rate than the Division and the College and are also achieving greater success in their history courses. The same is true for students between the ages of 19-24 and first-generation students. However, this is not the case for Students with Disabilities. The History program serves a higher percentage of students with disabilities but unfortunately, has a lower success rate than both the Division and the College. This presents an opportunity for growth that closer collaboration with the DRC might facilitate. Likewise, we are serving a considerably higher percentage of male students (54.8%) but have a slightly lower success rate (69.3% ) compared to the College (71.7% ). It would be useful to have this data further disaggregated by race. Asian students enjoy a higher success rate in history courses (82.9%) than they do college wide (80.2%) but there is a significantly lower enrollment rate of Asian students in our classes (17.1%). Collectively, Asian students account for 25.9% of the College's enrollment so we will have to do more research to understand why our enrollment is low. Perhaps the most pressing gap revealed in the data is the enrollment and success rates of Pacific Islander students. For the past two years, the History program has offered a HIST 201 cohort course for the Mana Learning Community. As a result, the enrollment of Pacific Islanders (4.3%) is nearly double that of the College (2.7%). However, the success rates are significant lower. As a result, the History program has developed an aggressive plan to better serve Pacific Island students (see section 4).

4. Planning
**Describe and prioritize goals and plans to sustain and improve student success and equity.**
1. Provide a brief description, including actions, measurable outcomes, and timelines.
    a. **Increase academic success and educational equity for Pacific Islander students**: In support of the district, institutional, division and program initiative to better serve the needs of marginalized and underserved students and promote equity, improving the educational opportunities we provide Pacific Islander students is a top priority. While previous efforts have significantly improved the percentage of Pacific Islanders the program serves, student success indicators clearly show that there is tremendous opportunity to better serve Pacific Islander students. This initiative will be spearheaded via the existing HIST 201 Mana cohort. Over the next two years, we plan to take the following actions:
        i. Continue to work with the Mana Learning Community coordinator and with the Ethnic Studies program so that we understand the needs of Pacific Islander students and work across the curriculum to develop course content relevant to Pacific Islander students.

ii.   Continue to work with Pacific Islander SI specialists to help ensure that we are creating a positive learning environment that promotes inclusivity, community and belonging.

iii.   Investigate alternative student support and intervention strategies that might prove more effective than current initiatives (Fall 2018).

iv.   Use professional development reassign time to research best pedagogical practices for engaging, retaining, and supporting Pacific Islander students (Spring 2019).

v.   Redesign HIST 201 course curriculum and course assignments that highlight themes, interpretative frameworks and assignments that support various Pacific Islander learning styles (Spring 2019).

vi.   Offer redesigned HIST 201 Mana cohort section(Spring 2020).

vii.   Evaluate student satisfaction and student success (Summer 2019-2020).

viii.   Share effective pedagogy with other faculty members so that effective strategies can be implemented in all of our courses.

b.   **Increase academic success and educational equity for African American Students**: While student success data indicates that African American students achieve higher success rates in CSM history courses, we would like to increase the number of African American students we serve. In an effort to serve more African American students and promote educational equity we have a clear plan for improvement. Over the next two years, we plan to:

i.   Meet with Umoja coordinators to explore opportunities for collaboration (Fall 2018).

ii.   Research best practices for creating inclusive, community-based learning for African American students (Spring 2019, Summer 2019).

iii.   Design course content for a HIST 201 designated Umoja cohort course (Spring 2019-Summer 2019).

iv.   Collaborate with faculty teaching Umoja cohort course to create interdisciplinary curriculum and assignments that could be implemented in Fall 2019(Spring 2019-Summer 2019).

v.   Offer a redesigned HIST 201 Umoja cohort section (Fall 2019).

vi.   Evaluate student satisfaction and student success (Spring 2020).

vii.   If the collaboration does indeed attract, engage, and promote academic excellent, continue to explore additional opportunities for curricular collaborations.

viii.   Participate in Umoja sponsored events and activities.

c.   **Curriculum Development that reflects diversity and enriches opportunity for cross-cultural exploration**.

i.   In an effort to design courses that better reflect our diverse student population, we will create two World Civilizations survey courses (Course Design, Fall 2019; Offer World Civilizations I Fall 2020 and World Civilizations II in Spring 2021).

      ii.    Explore and experiment with modes of delivery that might better serve students with economic challenges. Develop an online HIST 201 course to serve students who find it challenging to get to campus. (Develop online course in Fall 2018/Spring 2019. Consider offering an online section of HIST 201 in Fall 2020).

      iii.    Explore student need for alternative scheduling and consider adding additional night courses.

      iv.    Promote Civic Engagement, Experiential Learning, and Career Exploration. Currently, the program has partnerships with the California Historical Society and the San Mateo County History Museum that includes their forthcoming Ohlone-Portola Forum affording students unique experiential learning and career exploration opportunities. We would like to create more pathways to civic engagement and career exploration and will experiment with a hybrid course in Spring 2019 to see if different forms of course delivery will support this initiative.

2. **What kind of professional development and institutional support will be engaged and enacted to meet these goals**?
   a. **Mana Learning Community**
   b. **Umoja Learning Community**
   c. **Equity Programming**: all faculty members have participated in equity training programs including E3T2S and are committed to participating and contributing to future College and District initiatives.
   d. **Year One**: In an effort to support early intervention effort for students who are struggling, we will work more closely with Year One advisors to help identify students who are struggling academically. (Spring 2019).
   e. **Project Change**: continue to attend conferences and Flex-day activities hosted by Project Change so that we more informed and better able to assist hyper-marginalized students. If there is an opportunity to collaborate with Project Change, we would be very interested in participating (Conference, November 3, 2019; future Flex Day and Conference opportunities).
   f. **EOPS**: we need to work more closely with EOPS so that we can better serve our economically marginalized students. Some faculty members have moved to zero-cost courses but there is more to be done to support students (Fall 2019).
   g. **Disabilities Resource Center (DRC)**: While the program works closely with the DRC, we would like to close the success gap for student with disabilities. Any opportunity to learn more about best practices and effective teaching strategies to promote student success would be helpful (ongoing).
   h. **Learning Center**: continue to nuture existing partnerships with the Learning Center and grow an already robust peer-tutoring program (ongoing).

i.   **Library**: continue dialogue with Library faculty to help ensure our students are mastering the research skills they need to succeed at CSM and achieve their future educational and professional aspirations (ongoing).

j.   **Alumni Advisory Board**: maintain relationships with former students and form an Alumni Advisory Board. Regular and structured feedback from students will help us understand how successful we are in preparing students for transfer and where there are opportunities to improve. An advisory board could reveal skills-based gaps that we are unaware of. (Identify & invite students Spring 2019; Convene Student Advisory Board by the Spring of 2020).

3.  **Describe other professional development activities and institutional support and collaborations that would most effectively ensure that the program achieves its goals and plans**.

   a.   **Exit Survey**: The development and systematic implementation of a standardized exit survey would be useful. Understanding why students make the decision to leave CSM and what they are do once they leave will help us understand more specifically the ways that the program can further assist students in reaching their goals.

   b.   **Data**: It would be very helpful to have more robust data on students who do not successfully complete our courses. For example, it would be helpful to know, percentage wise, if they are withdrawing from all of their courses, some of their courses, or just their history course. Likewise, of the students who did not pass the course with a C or above, was it only this course or was it more of their courses? What percentage of students who do not successfully complete the course have completed either ENGL 100 or ENGL 105? This would help us discern whether it is a systemic problem that required a more holistic initiative or if it is localized and can be improved through innovative and contemplative pedagogy/curriculum design.

   c.   **Data**: Disaggregated data on Asian student populations. "Asian" as a demographic includes such a diverse student population that it is not particularly informative when we are trying to discern what factors are thwarting student success making responsive curriculum and pedagogical changes challenging. For example, are Asian student enrollment gaps more pronounced with international students or California students?  Is this student population more successful in Western Civilizations courses or United States history courses?

   d.   **Course Load/Course Caps**: While all faculty members in the History program wholeheartedly support the institutional initiatives to promote equity and better serve marginalize and hyper-marginalized students through academic excellence, it would be naïve for us to assume that this can be done without institutional investment. To require the same course enrollment caps and/or teaching loads but at the same time expect to net a radically different result is unrealistic. Creating and maintaining a learning environment that can achieve these goals requires a holistic and intrusive

approach that provides both individualized attention and community-building on the part of students, faculty, and staff. Either significantly reducing course caps or providing a 4/4 teaching load option, particularly for courses that are reading, research and writing intensive, would afford us more time to invest in our students and achieve our institutional goals.

e. **Guided-Pathways& Interdisciplinary Faculty Reading Group**: Continue to engage in campus-wide discussions regarding Guided Pathways and explore the possibility of developing an interdisciplinary social science pathway. We are creating an interdisciplinary faculty reading group that includes history, ethnic studies, psychology, sociology, and the learning center. If this is successful, we hope built on this initiative and develop an interdisciplinary reading seminar for students (TBA based on sustainability of a robust faculty reading group).