

CAN Discipline - History

2022 - 2023

Program Context

1. Mission

Share how your program contributes to the College or fits into the College's Mission. For example, what other academic programs and student/academic services does your program engage with? Examples of student/academic services include the Learning Center, Library, STEM Center, SparkPoint, Dream Center, etc. Another example, how does your program fit into any of the College's plans (such as Equity, Technology, Strategic Enrollment, etc.)? If your program has a mission statement, you may include it here.

Our history program at Canada College is designed to offer history majors and those interested in history, a broad range of courses and an opportunity to explore critical themes such as race, gender, and immigration; as well as the experiences of diverse human communities across time and place. Our department places an emphasis on developing stimulating general education transfer courses and maintaining high standards. To facilitate the success of all of our students we strive to offer a comprehensive support system that includes peer tutoring and faculty mentoring, honors options, study groups, independent study, directed reading, and book review and exam preparation workshops.

History is one of ten disciplines (Ethnic Studies was just recently added) that make-up the Social Sciences. The mission of Canada College's Social Sciences is to educate 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. We very involved in numerous programs and collaborate closely with both the Library and Learning Center. Specifically, the History Department:

- Has a long-standing relationship with Cañada's Middle College. In general Middle College students do extremely well in our classes.
- Works very successfully with concurrent enrollment students and would like to see more of them in our classes.
- Regularly offers history courses as part of the CWA program; we have several faculty members who are very successful at connecting with this target population.
- Offers a cohorted class as part of the Promise Scholars Program with embedded support (regular team check-ins to ensure student progress, dedicated peer tutor, retention specialist, and counselor).
- Is directly connected to the Honors Transfer Program (one co-chair is on the HTP Committee) and would like to respond to said committee's request to offer ftf honors stand alone courses to the Social Sciences in general, and the History Department specifically. If enrollment issues can be negotiated it would be great to once again offer students the opportunity to take honors stand alone

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courses given the rich experiences they gain via outside of class learning and special projects— museums, symphony, opera, simulcast theater, film viewings, etc.

- Works closely with the Library and we are extremely grateful for the support we and our students always get from them. From streaming services such as Kanopy and Films on Demand, to e-books, to research assistance for our students, we know we can always count on them and genuinely hope they get all the support they need. They are, simply put, indispensable.
- Seeks to maintain a robust academic support program that includes peer tutoring, small group study sessions, and exam and writing workshops. Interrupted by the pandemic, we hope with the restoration of funding to the Learning Center's tutoring program, along with the eventual subsiding of COVID we will be able to revisit and fully restructure a new tutoring & support program.
- Collaborates as part of the Social Sciences (ten disciplines), to engage in effective practices across disciplines and provide high impact programming for students. Social Science efforts include:
 - coordinated assessment PLOs.
 - coordinated scheduling.
 - discussions on recruitment, success and retention, etc..
 - campus-wide events: TOIs (Topics of Interest), "We 'heart' Social Sciences", Discipline Days, and also history specific events such as film viewings and discussions.

2. Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes."

AB-1460 & GE Area F:

As of Fall 2021, the California State Universities instituted a new lower division GE Breadth Education Requirement, adding Area F: Ethnic Studies, and the California Community Colleges, including SMCCCD, did the same. Only those courses that have an ethnic studies prefix, or are cross-listed with courses that have an ethnic studies prefix (ethnic studies, African American Studies, Latinx Studies or Native American Studies) qualify to fulfill Area F. History courses that previously fulfilled the Ethnic Studies requirement (HIST 242, 245, 246, 247, and 422), no longer do.

The History Department fully supports these changes, which are part of a larger reckoning with racist policies/practices and ongoing inequities and disparities in outcomes for BIPOC students in higher education. At Cañada, the on-boarding of an Ethnic Studies Department (2021-2023) will likely impact our history course offerings, and possibly also our enrollment, but it is a very positive development for our students, and we welcome the opportunity to adapt and consider new directions for growth.

Changes/responses to date:

1. The course outline for HIST 245: Race, Ethnicity and Immigration, was revised in Fall 2020 in order to further highlight its distinctly historical approach to these topics.
2. HIST, PSYC, SOCI, and similar ETHN courses with themes around race, ethnicity, prejudice, etc.. are being scheduled in a coordinated and intentional way, in consultation with both the Dean and faculty.
3. In consultation with our college articulation advisor, we propose to bank HIST 242: African American History (Fall 2022), and keep HIST 246: History of Latinos/as in the U.S., for now, as the new Ethnic

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Studies Department does not yet have any classes that focus exclusively on the experiences of Latinx communities. Note: HIST 246 has not been taught for several years due primarily to declining enrollment. If possible, this course needs to be rotated back into the Schedule.

Possible New Directions:

The History Department would like to explore new directions for potential growth, including the prospect of developing new curricula focused on California with an emphasis on local San Francisco Bay Area History. Another area of possible exploration: adding more environmental history and/or historical ecology into our courses – linking history more closely with natural history and the environmental sciences.

Why these directions?

- Students in several history courses in both Fall 2020 and Spring 2021 were informally surveyed as to which of seven possible new History classes most interested them and, a majority chose California history. A significant number also expressed interest in environmental history (Fall21EvaluationSurvey; SP22EvaluationSurvey, A. Field). This, along with recent student initiated study sessions on local and natural history, suggests that these topics are of interest to our students (Office of Student Life programming, Fall 2020-2021).
- California History has excellent potential for fulfilling multiple GE & graduation requirements, including Area 3 of the CSU American Institutions requirement.
- California and local history are especially promising areas for high-impact and hands-on project-based learning, field trips, and/or other community-based learning opportunities. We are very fortunate to live in the San Francisco Bay Area, with its world class museums, archives, and historical sites. It would be nice to take fuller advantage of that.
 - See College Goal # 3: Community Connections (EMP, 2022-2027).
- Environmental history, along with historical ecology and historical climatology, have been growing in importance. See for example: "State of the Field: Historians and Climate Change" by Sam White, Perspectives on History, American Historical Society, Oct. 1, 2012.

3. Community & Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program? If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group's recommendations for your program.

There are no significant changes. Overall labor trends for historians are very similar to those identified in the last two program reviews:

- California has the 4th highest employment level of all states nationwide (behind NY, District of Columbia, and Virginia).
 - Mean income for CA is 2nd highest in nation: \$82,850
- The national job growth rate for history continues to grow at a close-to-average rate (4% projected percent change in employment from 2021 to 2031). The average growth rate for all occupations is 5 percent.
- Most historians earn at least Masters Degree level

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(All data above is from U.S. Bureau of Labor Statistics <https://www.bls.gov/ooh/life-physical-and-social-science/historians.htm>)

The History Department is interested in exploring increased opportunities for early career exploration, along with possible volunteer, internship, and/or job opportunities for our students.

- One specific avenue to explore: careers in teaching. The HIST Dept is in touch with several alumni who are working as teachers. And, we know we have current history majors with a goal to become teachers. Both History, and the Education and Human Development / ECE programs on campus, are part of the same Human Behavior and Culture Guided Pathways Interest Area. Collaborating with EHD / ECE, Guided Pathways Interest Area support team, and connecting alumni with current students seems like a promising area to explore.
- Our initial goal with respect to volunteer/internship opportunities is to engage in inquiry, connect with community-based organizations and assets (archives, libraries, museums, etc...), and determine what, if anything, is relevant and available to our students.

Looking Back

4. Curricular changes

List any significant changes that have occurred over the prior years in your program's curricular offerings, scheduling, or mode of delivery. For decisions made by your department, explain the rationale for these changes. If applicable, how have state policy changes affected your curricular offerings?

There have been no significant changes to curricular offerings in the History Department. However, we are very pleased to see the addition of IDST 150: Honors Research Seminar, at Cañada, beginning last year. This course is already having a positive impact on our ability to support students who wish to pursue Independent Honor's Contracts in our history courses.

Scheduling and modes of delivery have been impacted as a result of Covid-10, the subsequent stay-at-home order, and ongoing disruptions to business-as-usual.

Scheduling has also been impacted by declining enrollment, which began before the pandemic, but which appears to have been exacerbated by the pandemic. Our schedule is leaner; the number of sections declined from 35 in 2018-2019 to 32 in 2021-2022. This makes it more challenging to maintain programmatic integrity while also providing students with ample choices in both days/times and modalities. The History Department would like to continue to offer courses in different modalities to meet the needs of as many students as possible. There have been specific requests from students for more synchronous online courses. Students have expressed a desire to take some courses in-person but others synchronously via zoom. Obviously, we plan to continue asynchronous courses given their popularity, but some students would like to have some sort of connection with their professors without having to come to campus—ex. students who work, students with children and no day-care, students with transportation issues, etc. Other students have expressed a strong interest in being able to choose from a mixture of modalities—ex. coming to campus for some instruction in combination with synchronous and/or asynchronous courses. Still others prefer to take hybrid classes that fit their needs and situations.

5A. Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

Not applicable. We did not receive any recommendations or specific comments, other than the overall commendation provided at the end:

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"We commend your thorough analysis and reflection as well as detailed planning. We appreciate how well you have utilized the Social Science Hub and the impact on students. We fully support your request to upgrade the technology."

5B. Progress Report - Prior Program Goals

Provide a summary of the progress you have made on the program goals identified in your last program review.

Objective 1: Marketing & Outreach – "In collaboration with the Social Sciences, work in conjunction with the HSS Division and Marketing and Outreach Departments to increase visibility and improve promotion of the nine Social Science disciplines."

This is ongoing. We did not see any major new initiatives between 2019 - 2022, as the pandemic required us to focus on maintaining our existing efforts and adapting those to the virtual environment.

Objective 2: UC Transfer Pathways Alignment – "Align our History AA and AD-T Degrees, as well as our Guided Pathways program map and course sequences with the UC Transfer Pathways Guide."

This was completed in 2020-2021.

Objective 3: HIST/PLSC Classes – "Work with Political Science and other Social Sciences faculty to investigate the advisability and feasibility of new course and degree offerings, including HIST/PLSC "History and Politics" classes on Latin America and the Middle East, as a possible solution to low enrolled electives and in order to facilitate degree completion in both disciplines."

We did investigate the possibility of cross-listing HIST/PLSC selectives and determined that it was not feasible at this time. The good news: the History Department has now been able to offer HIST 422, Modern Latin America more consistently, achieving the benchmark enrollment of 20 students each time, and ensuring program integrity and degree completion for both HIST and LALS majors. We now see consistency that we did not have, 2017-2019. Note: PLSC 320, Latin American Politics, was banked in 2019. Middle Eastern HIST/PLSC courses were also banked.

Objective 4: Hybrid class – "Pilot at least one non-CWA hybrid."

Completed. We piloted two non-CWA daytime hybrid courses, HIST 202 and HIST 245. Success has been mixed so far. HIST 202 appears to be very successful. However, it is important to note that in the Spring Semester, this class was part of Promise and included, dedicated peer tutor, team check-ins, and built-in access to a retention specialist & counselor. In the Fall term, this class does not have that same level of support, so may not achieve such a high rate of success this term. HIST 245 daytime hybrid is, so far, not getting sufficient enrollment. There are several possible explanations for this. For now, our plan is to offer it at least one more time in this same modality, with a fulltime faculty member, and more outreach, to see if enrollment will start to increase

- HIST 202 (daytime hybrid):
 - First term (Spring 2022): Enrollment: 31; Success rate: 90.3%
 - Second term (Fall 2022): Enrollment: 40; Success rate (TBD)
- HIST 245 (daytime hybrid):
 - First term (Spring 2022): Enrollment: 7; Success rate: 63.6%
 - Second term (Fall 2022): Enrollment: 7; Success rate (TBD)

Objective 5: Explore New Hire, "Explore the possibility of hiring a joint history-political science faculty member."

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We did briefly explore this possibility in conjunction with objective #3 "HIST/PLSC Classes," and like in #3, we determined that this is not a feasible option at this time. However, we did support and participate in the hiring of a full-time Ethnic Studies faculty member.

Objective 6: Work with DRC. "In collaboration with the Social Sciences, discuss the needs of our DRC students with the DRC Director. Such a dialogue would help us find solutions to issues that are becoming increasingly common--e.g. Issues with notetakers, distance ed, etc..."

Completed (2019-2020). The Social Sciences met with the DRC Director to clarify processes and responsibilities. New language was added to DRC communications as a result.

Objective 6: Inclusive Access Coordination. "Work in conjunction with Jai Kumar to establish a point-person to deal with publisher generated technology (inclusive access e- books, resources, quizzes, etc.)."

The History Department continues to work closely with the bookstore to ensure coordination of publisher generated technology. However, different publishers work very differently, so success here is varied.

Objective 7: Expand GE Credit. "Get HIST 245 approved for GE American Institutions requirement, and HIST 422 approved for CSU GE area C2 (Humanities)."

Course outlines were revised and submitted for GE approval. As of Fall 2021, HIST 245 was approved for American Institutions (US-1), but not (US-2). HIST 422 was approved for CSU GE area C2.

Objective 8: Social Sciences Hub. "In collaboration with the Social Sciences, maintain the SS Hub as a valuable asset for our students and ensure continued faculty reassigned time at the current rate of FTE .2 for Social Sciences coordination, TOIs, transfer / majors days, research workshops, etc... We need at least one new computer for the Social Sciences HUB that connects with the projector as it is not consistently functional and out of date."

Social Sciences coordination is ongoing, and Social Science events were also able to continue (virtually during the pandemic). The Hub computers were upgraded. During the pandemic, the physical space was used by the Library as a staging area for their vital efforts to distribute free loaner technology to students who needed it in order to be able to work at home, and there was also some construction there. Storage areas and furniture were cleared out. In 2022-2023, additional efforts may be needed to continue to enliven and revitalize the space as more students return to campus.

6A. Impact of Resource Applications

Describe the impact to date of previously requested new resources (assignment, equipment, facilities, research, funding) including both resource requests that were approved and not approved. What impact have these resources had on your program and measures of student success? What have you been unable to accomplish due to resource requests that were not approved?

In collaboration with the other Social Sciences, we requested that the Hub technology be upgraded (Dell desktop OptiPlex 7070 i7, Dell UltraSharp 24 Monitor-U2415, Dell Stereo Soundbar-AC511M).

The computers were replaced and upgraded with new computer tables/desks installed. As more and more students return to campus, this will benefit them greatly, as the need for access to technology has only increased with the pandemic. Ongoing maintenance and regular upgrading will still be needed.

Note: In our last program review we identified a general need for more smart technology in the Social Sciences Hub While we did not include a specific resource request, the Social Sciences as a group did request a SAMSUNG 75" 4K UHD LED TOUCH DISP, Salamander – cart, Media Presentation System 200 (which enables a Wi-Fi connection) (2019 program review cycle), and this resource request was not met. This request seems more important than ever. As we are currently unable to host multimodal/hyflex events and meetings within HUB. As one result, there is less community building among social science students and less ability for us to show the space to students. This also contributes to a lack of visual representation of topics discussed in class, which affects visual learners.

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The unfulfilled resource request from the Social Sciences in 2019 related to “increased marketing support for our programs” contributes to the challenge of having scalable marketing, especially for small one-person departments. This ultimately has a negative impact on student enrollments in social science courses. The unmet SS request that each classroom come equipped with a Help Phone doesn't allow us to call for assistance in case of emergency or immediate technology issues.

6B. Impact of Staffing Changes

Describe the impact on your program of any changes within the last program review cycle in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred please write "not applicable."

Not applicable.

Current State of the Program

7A. Enrollment Trends

Use the data provided by PRIE to examine your enrollments by department or courses. Describe trends in headcount, FTES, and load. If applicable, describe any other enrollment data that is relevant to your program.

Overall enrollments in the HIST Dept. declined from 1171 in 2018-2019 (the last full academic year before the pandemic) to 948 in 2021-2022. The rate of decline was in-line with the college overall and significantly less than the Social Sciences as a group:

- HIST Dept: 19% decline
- Overall college: 18%
- Social Sciences: 28% (30% when HIST is excluded)

The overall headcount in the HIST Dept. also declined from 1068 in 2018-2019 (the last full academic year before the pandemic) to 868 in 2021-2022. The rate of decline was somewhat less than the Social Sciences, but more than the college overall.

- HIST Dept: 19% decline
- Overall college decline: 9%
- Social Sciences: 22% (24% when HIST is excluded)

FTES

Full time equivalent students declined from 117.1 to 93.9 and FTEF went down from 7.0 to 6.2, between 2018-2019 (last full academic year before the pandemic) and 2021-2022.

Load

The HIST Dept. load declined 16%, from 490 in 2018-2019 (the last full academic year before the pandemic) to 413 in 2021-2022. This is a significant decline and we will continue to make semester-by-semester adjustments to scheduling in order to be as responsive as possible, but without compromising program integrity. It does appear that the History Dept. has fared sbetter than the college overall, and our average load is still well above the college average:

- Overall college load declined 18%, from 386 in 2018-2019 to 316 in 2021-2022.

Section count & fill rate:

The number of sections being offered by the HIST Dept declined 9% from 35 in 2018-2019 (the last full academic year before the pandemic) to 32 in 2021-2022. Enrollments have declined at a higher rate of

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19%, so fill rates are also down. Again, the History Dept. appears to have fared better than the college overall:

	History fill rate / section count	Overall College fill rate
2017-2018	88.6% / 32	76.1%
2018-2019 (last full year before the pandemic)	76% / 35	75.5%
2021-2022	70.9% / 32	65.3%

7B. Significant Changes in Your Program

Have there been any significant changes in enrollment trends or course offerings? For example, has there been a significant increase or drop in FTES or Load? If applicable, consider trends in class cancellation rates and how it might have affected your course offerings. If needed, consider how the pattern of course offerings (times/days/duration/delivery mode/number of sections) affected your enrollment?

The COVID-19 pandemic has had a significant impact on enrollments, interrupting business-as-usual. It is difficult to know whether or not (and which) impacts may result in lasting changes, and which will be short-lived. The rapidly changing situation has made it challenging to predict what's next and how best to respond from one semester to the next. In the current context we seek to:

- Analyze the data carefully, and on an ongoing basis
- Ensure programmatic integrity
- Approach scheduling with maximum flexibility and adaptability, with the goal of maximizing choices & course availability for students (day/evening/as many modalities as possible).

Changing Student Demographics:

As shown in the table below, the proportion of younger students enrolled in our classes has increased significantly from 2018-2019 to 2021-2022. Whereas previously (pre-pandemic), the vast majority of our students were 23 years old or older, as of 2021-2022, the reverse is now true. Note: the table does not include all racial and ethnic groups. Included: the three groups with enrollments large enough that we have complete data sets (Asian, Hispanic, and White Non-Hispanic), plus students who identified as Black Non-Hispanic.

This dramatic change raises some questions for us to consider in 2022-2023:

- Is this a short-term trend, starting to reverse (aka revert to "normal") in 2022-2023? Or does this appear to be a new "normal", at least in part?
- How, if at all, do younger students experience our classes differently than older students?
- What steps, if any, is the college taking to facilitate the (re)entry of the older students that we appear to have lost as a result of the disruptions caused by the pandemic?

HIST	# of enrollments for 22 years of age or younger	# of enrollments for 23 years of age & over	Total # of enrollment groups
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	2018-2019 → 2021-2022	2018-2019 → 2021-2022	2018-2019 → 2021-2022
Asian students	25 → 65 (160% increase)	79 → 37 (53% decrease)	104 → 102 2018-19: 76% were > or = 18 years of age. 2021-22: 64% were < or = 18 years of age.
Black Non-Hispanic students	12 → 13	31 → 10 (68% decrease)	39 → 18 2018-19: 79% were > or = 18 years of age. 2021-22: 72% were < or = 18 years of age.
Hispanic students	169 → 331 (96% increase)	438 → 141 (68% decrease)	607 → 472 2018-19: 72% were > or = 18 years of age. 2021-22: 70% were < or = 18 years old of age.
White Non-Hispanic students	79 → 151 (91% increase)	199 → 71 (64% decrease)	278 → 222 2018-19: 72% were > or = 18 years of age. 2021-22: 68% were < or = 18 years of age.

Overall reflection in response to 7A and 7B:

The 19% overall decline in HIST enrollments between 2018-2019 and 2021-2022 is challenging. Overall efficiency has decreased, as have the number of sections we have been able to offer our students. However, in the face of these significant challenges, the HIST Dept. has so far been able to 1) maintain programmatic integrity, continuing to offer all of our core courses, along with regular selective offerings; and 2) adapt and provide instruction in a variety of different modalities: face-to-face, hybrid, synchronous, and asynchronous online courses. Generally speaking, we have fared much better than some other programs and better than the college overall.

Looking ahead: While in the current context it is difficult to predict what, exactly, will work best for students, we are very interested in investigating, and piloting, one or more additional scheduling options, such as synchronous zoom and/or late-start. We will be assessing our options and possibilities this spring when we see enrollment statistics are, and potentially will be, moving into Fall 2023/Spring 2024.

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7C. Planning for Your Program

What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), curriculum, marketing, and articulation of pathways that might improve these trends? If applicable, include plans for faculty recruitment and faculty training. NOTE: If other sources of data are used, please upload these documents or provide URLs.

As noted in 7a and 7b, the pandemic disrupted business as usual. So, for now, we feel the most valuable approach to scheduling (times/days/duration/delivery mode/number of sections) is to engage in close, ongoing, monitoring and assessment of semester-by-semester enrollments, fill rates, etc.. and remain as responsive as possible to what we are seeing. (See our guidelines for the current context in 7b above.) Recent data appears to back-up our approach, especially when it comes to delivery mode. See slide #5, "Comprehensive Student First Course Schedule based on Student's Preference, Student's Behavior, and Course Success Modality" by the Office of Instruction (as shared at PBC on Oct. 5, 2022):

- Fall 2022 course sections and enrollments (non-crosslisted courses) by delivery mode, for the college overall:
 - Online asynchronous sections: 37%; enrollments: 46%.
 - Hybrid sections: 17%; enrollments: 14%.
 - Face-to-face sections: 34%; enrollments: 28%.
 - Online synchronous: 12%; enrollments: 12%.
 - Multimodal sections (HSS Division): 33%; enrollments (HSS Division): 25%.

(Source: <https://canadacollege.edu/planningbudgetingcouncil/2022-23/comprehensive-course-scheduling-based-on-students-preference-fa2022.pdf>)

- Our proposed scheduling plan for the History Dept., Fall 2022 included the following:
 - A total of 15 sections (not including cohorted cross-listed days/times or independent study):
 - 8 asynchronous online; 50%
 - 3 hybrid sections; 19%
 - 4 face-to-face sections: 26%
 - 0 online synchronous
 - 0 multimodal
- Spring 2023:
 - 14 sections (not including cohorted cross-listed days/times or independent study)
 - 7 asynchronous online; 46%
 - 3 hybrid sections; 19%
 - 4 face-to-face sections; 26%
 - 0 online synchronous
 - 0 multimodal

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- Fall 2023 and beyond: based on what we are seeing at this time, we tentatively anticipate adding at least one face-to-face section and reducing the number of hybrid sections from 3 to 2. We would like to consider offering at least one online synchronous option and/or possibly a late-start option, to be determined in response to data & in collaboration with the Dean.

(Note: faculty training is addressed in 8C in conjunction with online and hybrid success & retention.)

8A. Access & Completion

Describe the student completion and success rate in your courses and/or program using the data provided by PRIE. Look at your course offerings, in the last program review cycle was it possible for a student to complete your certificates or degrees while only completing courses at Cañada College? How can the college help you improve student completion and success? What changes could be made?

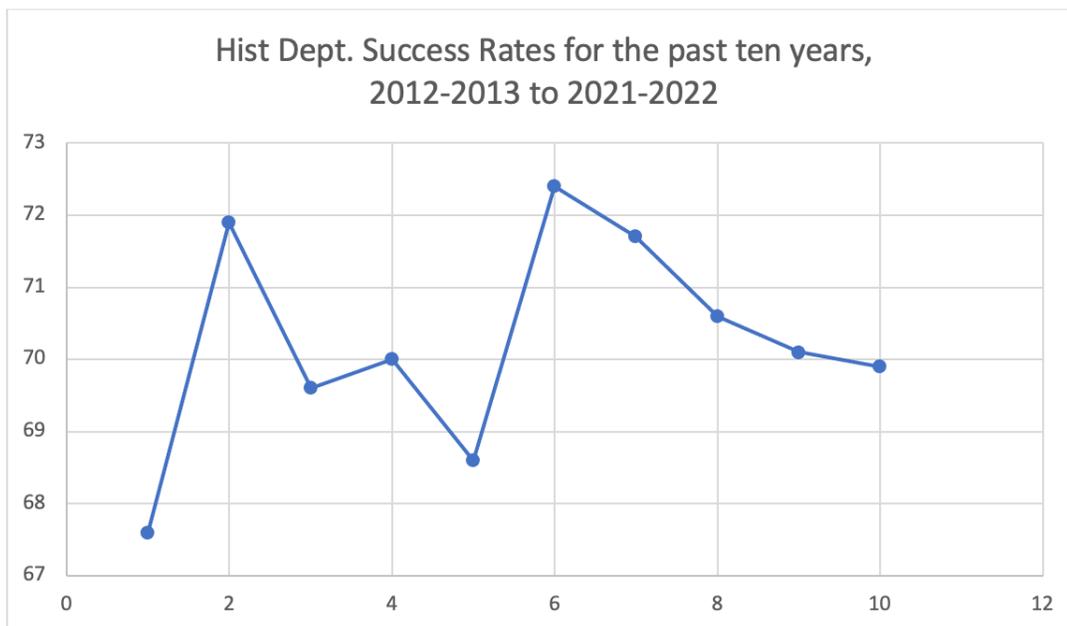
Program completion:

Students majoring in history are able to complete all degree requirements for both the AA-T and AD-T at Cañada and within three years. History majors are also able to complete all degree requirements online at Cañada and within three years. We have worked hard to maintain program integrity in the face of declining enrollment and the disruptions caused by the pandemic.

Success rates in History courses:

NOTE: we relied primarily on the interactive Data Dashboard (as opposed to the “Data Packet”) as it provided us with more details and information.

Overall success rates for History Dept courses declined 3% from 72.4% in 2017-2018 to 69.9% in 2021-2022 (compared to overall college success rates of 72.7%, declining to 72%) (Data Dashboard). We used the Dashboard to go back to older data sets, curious to get a better understanding of change over time (see table below). This showed us that in the big picture / long view, success rates have been improving slowly over time, but with some variability, not attributable to the pandemic.



[(year 1) 2012-2013: 67.6; (2) 2013-2014: 71.9%; (3) 2014-2015: 69.6%; (4) 2015-2016: 70%; (5) 2016-2017: 68.6%; (6) 2017-2018: 72.4; (7) 2018-2019: 71.7; (8) 2019-2020: 70.6; (9) 2020-2021: 70.1; (10) 2021-2022: 69.9.]

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We believe the variability we see above may be due primarily to course-by-course differences. For example: we see a 96% success rate for HIST 246 compared to 59% success rate for HIST 242 (Data Packet). There are a number of different possible explanations for this variability, but oftentimes course-level data is based on a small number of sections, students, and instructors.

For example:

- HIST 242 was offered twice in the last five years (Fall 2017 & Fall 2018), and only online, by a part time instructor, who taught no other classes. 41 students. (Dashboard)
- HIST 246 was offered once in the last five years, face-to-face, in the evening; it was taught by a full time faculty member, who identified this class as unusual due to how bonded the students were. 25 students. (Dashboard)

8B. Student Equity

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. Use the data provided by PRIE that indicates which groups are experiencing a disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

In 2021-2022, students who identified as Hispanic experienced disproportionate impact in success rates: 64.2% versus 70.1% collegewide, a gap of 5.9%. For female Hispanic students, the gap was more significant: 62% versus 70.1% overall, a gap of 8.1%.

- Looking at **online** success rates, these numbers diverge further: male Hispanic students fared better than students overall (so, no gap); whereas the gap grew wider for female Hispanic students: 11.6%.

First generation students also experienced disproportionate impact in 2021-2022: 63% success rate, versus 70.1% overall, a gap of 7.1%.

Given that these equity gaps appeared during the pandemic, it is difficult to know how significant this data is. However, we welcome the opportunity to review our practices in response and identify some concrete steps we can take to help close these gaps. (Please see response to question 11.)

How the college can help:

Provide ample support for peer tutoring and other academic supports, including support for online/virtual tutoring for students who are enrolled, sometimes exclusively, in online classes. For example, in 2021-2022, we had a peer-tutor embedded in our Canvas courses for HIST 202 and HIST 245 online, with dedicated hours for both one-on-one, and group study/review sessions, via zoom. (Funding for dedicated hours was provided by the Promise Scholars Program.)

Consider other opportunities for improving access to academic and other student support services, based on a "students first" schedule. For example: consider the proposal by PTK students to host a late night "hot spot".

Provide additional training and professional development opportunities for faculty, with an emphasis on equity-minded and antiracist pedagogy in asynchronous online and hybrid instruction. For example: expand on the communities of practice model. Fully support and incentivize adjunct participation in these opportunities.

Continue to work to improve the "early access" system and interest area success team interventions, in order to maximize opportunities to connect students to meaningful support and assistance in a timely fashion.

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8C. Completion – Success Online

The college has a goal of improving success in online courses. Using the data provided by PRIE, what significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write “not applicable”.

This data comes from our Data Packet (so, online and hybrid classes are bundled together here):

	All-college online/hybrid: success / retention rates	HIST Dept. online/hybrid: Success / retention rates
2017-2018	67.7% / 80.9%	68.7% / 78.9%
2018-2019	70.1% / 83.8%	67.1% / 80.9%
2019-2020	70.4% / 82.3%	69.1% / 81.2%
2020-2021	73.4% / 84.4%	68% / 85.1%
2021-2022	71.4% / 84.9%	69.6% / 87.9%

When we break down the data further by using the Data Dashboard, it gives us more useful details:

Online (not including Hybrid) Success Rates:

Success rates in our online classes improved from 67.2% in 2017-2018 to 72.7% in 2021-2022 (Data Dashboard).

Hybrid Success Rates:

Before Fall 2021, success rates in our hybrid classes were reliant on a very small number of sections, students and instructors, as we offered one hybrid class each semester as part of CWA. Then, in Fall 2021, four classes were added as “hybrid” options, but within the context of a stay-at-home order, so these courses actually met once per week on Zoom (not in-person), and the overall average success rate for these classes was low: 59.9%. We believe this is attributable primarily to the fact that everyone was struggling with COVID, and neither students nor instructors were well-prepared for virtual hybrid teaching/learning.

Spring 2022 was the first semester that we offered two non-CWA classes with an in-person component, and the success rate for that semester looks much better: 71.6% (instead of 59.9%). This compares favorably to the college success rates overall for hybrid offerings, 70.8%.

Online Retention:

Retention rates in our online classes increased, from 77.3% in 2017-2018 to 90.8% in 2021-2022 (Data Dashboard).

Hybrid Retention:

Results here are of limited usefulness, at least until more classes are offered and more data is collected: retention rates in our hybrid classes went from 90.8% in 2017-2018 to 69.6% the next academic year.

These numbers are based on a very small number of CWA course offerings (1 per semester). Spring 2022 was the first semester in which non-CWA hybrid classes were offered with a face-to-face component, and the retention rate in our hybrid courses that semester was 93.6%. (Data Dashboard.)

Moving Forward:

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We would like to see overall success rates, including online and hybrid success rates, in the History Dept continue to go up, ideally with steady and noticeable improvements over the next few years. However, we recognize that some things are out of our control, such as the impacts of Covid-19 (e.g. the extension of exclusively virtual learning into Fall 2021). We also recognize that some course-by-course variability is inevitable, due to different teaching philosophies/styles and decisions that lie within the purview of instructors (e.g. if/when to initiate specific drops); who the students in the room are; different modalities, etc...

In response, we would like to:

- see more professional learning opportunities specifically for instructors (full time and adjunct) teaching in a hybrid modality;
- ensure all faculty members (full time and adjunct) who teach online, have full and easy access to, and are encouraged and compensated to, participate in ongoing professional learning in DE instruction. For example:
 1. We would like to see 100% History Dept faculty teaching online or hybrid complete QOTL 2;
- continue to monitor course-by-course success rates and seek to identify additional action items;
- Close equity gaps; see equity goal in 8B (above).

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

All active courses are being systematically assessed over the three-year cycle. The History Department revisits the Three-Year Assessment Plan each year and makes any necessary adjustments; for example, when a class is cancelled or the offerings differ from what we had originally planned.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

Most of the adjustments we have made in response to SLO assessments have been at the individual and course level. For example, clarifying the language in the instructions we provide to students, or adding a model/example of what we are looking for. However, in our discussions about assessment, we often share information about how we approach the curriculum, assignments, and activities in different ways. As always, sharing our practices with each other often gives us new ideas and new ways to think about how and what we are teaching.

One observation from this three-year cycle: for some of our courses, we have as many as four or five SLOs. However, we have identified some of those as being much more important to us than others. In the next curriculum review cycle (this year, 2022-2023), we plan to review and revise our SLOs and focus on the most important ones.

We may also want to look at new means of assessing SLOs given the multi-modality instruction we now offer at Cañada. That said, given our high SLO "meets criteria" rates this will consist of minor changes or possibly just trying something new.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your

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PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

The Social Sciences consists of ten departments: anthropology, communication studies, economics, ethnic studies (newly added since the last program review) geography, history, philosophy, political science, psychology, and sociology, and has 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." During the 2019-2022 assessment period, the Social Science faculty examined the following PLOs:

- Evaluate diverse viewpoints related to the human experience;
- Analyze Social Science concepts and theories;
- Produce evidence-based arguments.

When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) to indicate the students' level 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.

During the 3 assessment periods, between 2019-2022, 125 papers and exams were assessed. 94% (118/125) of the papers/exams received at least a 1 "acceptable" score. The average score for the PLO "Evaluate diverse viewpoints related to the human experience" was 1.52 which is slightly higher than the previous assessment period. The criterion was met. The average score for the PLO "Analyze Social Science concepts and theories" was 1.46 which is slightly higher than the previous assessment period. The criterion was met. And finally, the average score for the PLO "Produce evidence-based arguments" was 1.62 which is an increase from the previous program review assessment period. The criterion was met. During the previous assessment period concern was noted that there was some difficulty in the assessment of analyzing social science concepts and theories as some assignments had limited ability to adequately assess this goal, which may have altered the results. During this program review period faculty noted a continued improvement in the selection of student work that fit with the PLOs assessed which assists in accurately assessing the PLOs. However, as the group would like to continue improving the selection of appropriate student writing samples, more detailed tracking of the types of student assignments previously used was proposed. Discussion of the overlap in topics within the disciplines, though from different perspectives, support the continued assessment of PLOs as a group. 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.

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Looking Ahead

Next Step: After completing the fields above, click on STEP 2: Goals & Resource Requests, in the Main Menu, enter your goals (Required) and resource requests (If Applicable).

Supporting Information
