



COMPREHENSIVE PROGRAM REVIEW REPORT

History

Program Context

1. Mission

Share how your program contributes to the college, fits into the college's mission, vision, and values, and contributes to the college's Education Master Plan. If your program has a mission statement, you may include it here.

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 Student Equity and Achievement Program, Technology, Strategic Enrollment, etc.)?

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 strong support system that includes peer tutoring and faculty mentoring, honors options, group and independent study, skills-based workshops, and directed reading.

History is one of ten disciplines 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.

The History Department collaborates closely with multiple programs and student services. In addition, we look for opportunities to promote high-impact learning, community-building, and campus involvement for our students. These activities align with our college's goals to (1) promote an equity-minded and anti-racist culture; and, (2) foster community connections. We also see the Learning Center and Library as key partners in the work we do with our students. Some of our collaborations, include:

- A long-standing relationship with Cañada's Middle College. In general Middle College students do extremely well in our classes.
- A successful Dual Enrollment program connecting Cañada and Woodside High School.
- Regular offerings as part of CWA / NOW. This coming Spring (2026), we are piloting a new short-term Saturday hybrid class.
- Direct connections to the Honors Transfer Program (one co-chair is on the HTP Committee). As of Fall 2024, we are now successfully offering one section of HIST 202 each year as a stand-alone face-to-face Honors course. We support the HTP committee's request to offer more face-to-face honors stand-alone courses to the Social Sciences in general, and the History Department specifically. Honors stand alone courses provide students with unique opportunities and deep learning through outside of class learning and special projects—museums, symphony, opera, simulcast theater, film viewings, etc.
- Through our honors courses, contracts, independent study courses, we have successfully catapulted numerous students to U.C. Berkeley, UCLA, Yale, and other top-tier universities. In fact, one of our history majors not only presented at the Stanford Bay Area Honors Symposium, he also won the Sloan Prize for Undergraduate Research at the National Collegiate Honors Consortium in Chicago.
- Participation in the AANAHPPI S.T.A.R. Learning Community.

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- Collaboration with the Cultural Center (and other campus groups) for field trips, including an equity excursion to Angel Island and a trip to the Chinese American Historical Society Museum in San Jose.
- Close collaboration with the Library. We are very grateful for the support we and our students get from the Library staff. From streaming services such as Kanopy, Films on Demand, and SWANK, 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.
- Discipline-specific academic support such as peer tutoring, small group study sessions, and research and writing workshops.
- Increased collaboration with the Writing Center. We are very grateful for the workshops, tutoring, and resources provided by the Writing Center, and we are sending more and more students their way.
- Active participation in Social Sciences (ten disciplines) endeavors, such as:
 - Coordinated assessment of our PLOs.
 - Strategic schedule planning.
 - Discussions on recruitment, success and retention, etc..
 - Campus-wide events: TOIs (Topics of Interest), "We 'heart' Social Sciences", Discipline Days, and also history specific 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."

The biggest change to impact our department is AB 928 and the shift to the new GE pattern, Cal-GETC, beginning Fall 2025 and the transition to common course numbering. Under Cal-GETC, the Behavioral and Social Sciences GE requirement was reduced from three classes to two. This change follows AB 1460, which established a separate ethnic studies requirement (so HIST 245 and 246 no longer fulfill the requirement). Fortunately, our U.S. History courses can still be double-counted for CSU GE and the U.S. government graduation requirement, and history continues to be a mainstay of many general education pathways. However, the primary result of these changes, at least so far, appears to be an overall reduction in the number of students enrolling in our classes (see question #6 below for details). We have worked very hard to adapt, and do our best to maintain a robust program and "students-first" schedule, even as the number of course offerings has declined from 15 (Fall 2019) to 11 (Fall 2025).

History is part of Phase II (A) of the Common Course Numbering Project, so HIST 201 and 202 will come on board as C1001 and C1002 as of Fall 2026. We are hopeful that this transition will be seamless for students, but it *may* lead to some confusion and/or more lost enrollments as we make the switch.

Participation in the High School dual enrollment program has been very positive for us.

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, its membership, and describe your advisory group's recommendations for your program.

No known change with respect to community or employment needs, or licensing.

Technology: AI is changing how historians conduct research, but it is not yet clear what all impacts that will have on our students and how we teach / engage in research at the undergraduate level. It will be important

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for us to continue to engage with our professional organizations and other conversations that are happening at the state and national levels to monitor and adapt to changes as they come.

Accreditation: no known changes other than the move to Cal-GETC discussed above.

Overall labor trends for history majors are very similar to those identified in the last few program reviews:

- California has the 3rd highest employment level of states nationwide (behind NY and Virginia).
 - Mean income for CA is 2nd highest in the nation: \$92,750.
- The national job growth rate for history has slowed from 4% to 2%.
- Most historians earn at least a Masters Degree. U.S. Bureau of Labor Statistics (April 2024)

In California, jobs for historians are heavily concentrated in the greater San Francisco Bay Area. (Labor Market Report, July 2025).

Likewise, there are no significant changes impacting the CA single subject teaching credential. However, the employment rate for High School teachers is projected to decline by 2%, 2024-2034 (Occupational Outlook Handbook, Aug. 28, 2025). Subject areas by grade level remain the same:

- Grade Six: World History & Geography: Ancient Civilizations
- Grade Seven: World History & Geography: Medieval & Early Modern Times
- Grade Eight: United States History & Geography: Constitution to World War I
- Grade Ten: World History, Culture, & Geography: The Modern World
- Grade Eleven: United States History & Geography: 1900 to the Present
- Grade Twelve: Principles of American Democracy (Civics) and Economics

Looking Back

4. Curricular changes

4A. Progress Report - IPC Feedback

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

We received one recommendation in response to question 8.C. (2022):

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".

The recommendation from IPC: Information Needed: ? Gaps in success between online/hybrid and non-online courses.

Comment from IPC: "Would also like to see comparison of online/hybrid with face-to-face."

In response, we have included a comparison of online/hybrid with face-to-face for this program review (See: 7B. Also see 10A and 10B.)

4B. Progress Report - Prior Program Goals

Provide a summary of the progress you have made on the program goals identified in your last program review. Include any challenges that have prevented or limited your pursuit of the program goals.

2022 Goal #1: New Directions

Description: Pursue new directions for growth in the History Dept. (e.g. new curriculum development, high-impact learning, project-based learning)

When the Goal Begins: 2022 - 2023

Who's Responsible for this Goal? Alison Field with Michael Stanford

This goal was partially completed.

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New curriculum: New course development has been on-hold due to enrollment concerns. Our #1 priority has been to maintain our core course offerings so that students can complete their program of study within two years. We hope to revisit this as soon as possible; the situation feels like a catch-22, given that new curriculum has the potential to stimulate interest and enrollments. We hope to offer some additional selectives soon.

High-impact & project-based learning: In Fall 2023, Alison Field was granted support for a long-term professional development project focused on strengthening and deepening our high-impact & project-based learning opportunities. These learnings and practices are gradually being integrated into courses. The first pilot was the Fall 2024 Honors Class (HIST 202), in which students engaged in a semester-long inquiry/research project that included a student-designed community “give back” component and the creation of an online showcase. High-impact and project-based learning is also being gradually integrated into the AANHPI S.T.A.R. learning community class (HIST 245) through similar inquiry projects that incorporate aspects of the students’ own lives and experiences. This is an ongoing project.

Learning community with cohorted classes. One of our classes, HIST 245, is now paired with an English class, C1001 (Fall term), as part of the AANHPI S.T.A.R. Transfer Pathway Program. Students in these classes experience high-impact practices including coordinated curriculum, dedicated academic and student support services, field trips, guest speakers, and special events. We are very excited that our first pilot of a fully face-to-face S.T.A.R. learning community section (Fall 2025) enrolled 15 students and that retention to-date is 93% (14/15 as of Oct 20.).

Other: While not new, the History Department also places a high value on our Independent Studies courses. Michael Stanford has been running intensive (sometimes lasting through multiple semesters) graduate-style private guidance and tutoring projects that are commonly connected to the Honors Program. In our recent past one of our honors/independent studies students (Alexey Isayev) sailed through Berkeley, and ended up at the University of Chicago where he learned to program and work under one of the nation’s top Russianists (specialist in Russian history) in the new field of Advanced Computational Historical Research. Samuel Trumble engaged in several independent studies courses with Professors Maher and Stanford;; like Alexey, he is incredibly gifted. He is now enrolled for spring semester at U.C.Berkeley. Both students have expressed their gratitude to the History Department, and the Social Science Department as well, stating that we provided them with a way to access a world that they did not think was available to them.

2022 Goal #2: Careers Exploration Event

Description: Pilot at least one "careers in history" learning opportunity for history majors. **Program Review**

Cycle When the Goal Begins: 2022 - 2023

Who's Responsible for this Goal? Alison Field with Michael Stanford

This goal was partially completed. One “careers in history” specific event was planned (for Spring 2024) with two alumni lined up as guest speakers. Unfortunately, both guests cancelled in the weeks leading up to the event. However, career opportunities are regularly addressed as part of our Social Sciences events, including: discipline days (Fall 2022 & 2023), We ‘heart’ Social Sciences (Spring 2024), and Social Sciences Showcase (Fall 2025).

2022 Goal #3: Revise Course Descriptions and SLOs

Description: Review and revise course descriptions and SLOs to incorporate additional best practices for equity-minded and antiracist pedagogical practices, culturally relevant curriculum, and race-conscious language.

Program Review Cycle When the Goal Begins: 2022 - 2023

Who's Responsible for this Goal? Alison Field with Michael Stanford

We made progress on this goal. We revised and updated our SLOs and updated key elements of our course descriptions. However, we see this is an ongoing pursuit – a constant process of reviewing our practices and improving as we go.

2022 Goal #3: Social Sciences Collaboration

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Description: Continue to collaborate as part of the Social Sciences to provide high impact programming and special events, including Topics of Interest (TOIs), Discipline Days, etc.. and to support the Social Sciences Hub.

Program Review Cycle When the Goal Begins: 2022 - 2023

Who's Responsible for this Goal? Alison Field and Michael Stanford with Social Sciences Faculty Coordinator, Natalie Alizaga, & other Social Sciences instructors.

Overall, this goal was successfully implemented. However, we did have an interruption in Fall - Spring 2023, when our social sciences faculty coordinator took a new job, and we were left without anyone in that role. This gap highlighted the need for ongoing support for the reassigned time for Social Sciences coordination. We've been back on track since Fall 2024. These are some of the initiatives and events we participated in:

- Off-campus lunch to welcome new social sciences faculty.
- The design & creation of new print marketing and outreach materials (brochure, website, and discipline-specific bookmarks).
- A Social Sciences TOI (Topic of Interest) event – History faculty hosted a National Institute of Social Sciences Webinar, “Threats to American Democracy” with historian, Ruth Ben-Ghiat, author of *Strongmen: Mussolini to the Present* (Sept. 2025).
- “Study Hall with Cocoa & Cookies” (Nov. - Dec., 2024).
- “We ‘heart’ Social Sciences” held in collaboration with the Middle College program with 120 Middle College students participating, April 2025.

2022 Goal #4: Flexible Scheduling with Maximum Choices Goal

Description: Continue to evaluate enrollments & stay flexible, making adjustments to the schedule and modalities: - Analyze the data carefully, and frequently (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). Consider piloting new schedule options in response to what we (think we) see in the enrollment trends data. For example: pilot at least one late-start class; offer synchronous online options.

Overall, this goal was mostly successfully implemented in that we feel we did what we could, given a 25% decline in enrollments and a 27% decline in the number of sections offered. We are proud of the hard work we've done to offer as many sections and modalities as possible within the constraints of a shrinking number of overall offerings. That said, we suffered lost sections and lost opportunities for students that we want to revisit as we move forward, including:

- Late start offerings. This is something we have wanted to try, but have not been able to.
- Synchronous online, including possibly honors level.
- Evening offerings. Prior to last year, we had a longstanding evening class. However, due to low enrollments, now we have no offerings for evening students.
- We feel that we are no longer truly fulfilling our mission to offer “a *broad* range of history classes” as we have been unable to offer HIST 242, 246 Latinos in the U.S. or 422 Modern Latin America. We banked HIST 242, African American History in Fall 2022. We've tried to run 246 and 422 since then, but the only selective courses we have been able to run consistently are HIST 245 and 247, U.S. Women's History.
- History majors can no longer complete their program of study in-person. Some of our students have let us know that this, in conjunction with class cancellations, has led them to pursue courses elsewhere.

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2022 Goal #5: Face-to-face Honors Offering

Description: Work with the HTP Committee Chair, the Vice President of Instruction, the Dean of Humanities and Social Sciences to move towards offering ftf stand alone honors courses in history within an overall rotation-based system involving the other social science departments. **Program Review Cycle When the Goal Begins:** 2022 - 2023

Who's Responsible for this Goal? Michael Stanford with HTP Committee Chair, the VPI, Dean Carranza, and with Alison Field.

This goal was successfully implemented. In Fall of 2024 we piloted one stand-alone Honors section of HIST 202 as a hybrid with 19 students, and this Fall, 2025, we are offering that same stand-alone Honors class fully face-to-face with 23 students enrolled. This is a big success.

Note: We are especially interested in promoting the HTP's "Honors is for Everyone" approach as we feel buoyed by the relatively high enrollment, but still manageable class size (headcount: 23) in our stand-alone face-to-face honors class and the high overall success rate (87.5% in Fall 2024). Also note: we also greatly appreciated the collaboration between the Honors Program and the AANHPI S.T.A.R. Program in co-sponsoring a field trip this Fall 2025 (Chinese American Historical Society Museum).

In collaboration with the Honors Program, we look forward to maintaining and continuing HIST 202 as a stand-alone face-to-face Honors class as part of our regular Fall rotation. Honors Faculty Coordinator, Rebekah Taveau, deserves special recognition for all the work she did to help us promote this class. We hope that the Honors program will continue to receive ample institutional support for their efforts (and ours).

2022 Goal #6: Strengthen Peer Tutoring

Description: Recruit history specific tutors to work in the Learning Center both in-person and virtually; work with the Learning Center to create virtual tutors who can work from off-campus locations to better meet student needs—i.e. by appointment, late at night, etc.

Program Review Cycle When the Goal Begins: 2022 - 2023

Who's Responsible for this Goal? Michael Stanford with Learning Center staff and with Alison Field

For the most part, we did not make good progress on this goal. We have had trouble identifying, recruiting, and maintaining a strong pool of peer tutors. However, one big highlight here is our increased collaboration with the Writing Center. Our history students benefit tremendously from the services offered by the Writing Center. The workshops, tutoring, and resources provide key support for academic writing and the students who have taken advantage of the offerings have nothing but positive things to say in response.

2022 Goal #7: Close Equity Gap

Description: Take concrete steps towards closing the equity gap in Hispanic students' success rates, including:

- Work with HBC Interest Area support team and "early alerts" system to help connect more Hispanic students to services and support
- Encourage faculty (including adjunct faculty) participation in online and hybrid professional learning opportunities with an equity focus.
- Engage in further inquiry and continue to track and monitor the data
- Support, and participate in, collegewide initiatives & programming (e.g. the cultural center, Latinx Heritage Month events)
- See other goals, such as Review and Revise Course Descriptions and SLOs, Flexible Scheduling, Strengthen Peer Tutoring.

Program Review Cycle When the Goal Begins: 2022 - 2023

Who's Responsible for this Goal? Alison Field and Michael Stanford

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We are continuing to work on this goal. We appreciated the opportunity to participate in the professional development opportunities offered last year in collaboration with Puente. The National Conference on Race and Ethnicity (NCORE) presented another professional development opportunity.

We did not work closely with the HBC Interest Area team and “early alerts”, instead we focused on reaching out to students one-on-one ourselves and working with them to get them connected to relevant support services. Nor did we follow-through on further inquiry.

The Cultural Center is an incredible asset to our campus community. We have invited representatives to visit our classes and we actively promote Cultural Center events and encourage students to participate.

In the future, as funding and capacity permit, we hope to strengthen and build more opportunities for peer tutoring, study groups, and/or skills-based workshops. We feel that peer-to-peer support is a very promising practice.

Current State of the Program

As stated in the 2022-2027 EMP: “Cañada College continuously assesses processes and removes barriers to student access, success, and completion.” The program review is an essential part of that process.

5A. Program Changes

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

Overall, the most significant changes we've been experiencing have to do with declining enrollment, which we associate with a variety of factors, including the onboarding of the new Ethnic Studies requirement, a general devaluing of history and the humanities in American culture and society, and a heavy emphasis on efficiency when it comes to degree completion and employability/careers in higher educations. Note: the impacts of Cal-GETC are yet to be determined, but this *may* further compound enrollment issues.

Over the past six years, we have experienced a 25% reduction in enrollments and a corresponding shrinking of what we have been able to do/offer as part of our program of study, including:

- We have reduced the number of offerings significantly due to enrollment issues.
- We are not able to offer synchronous online courses, which impacts history/social sciences majors; this modality could allow us to offer a significant opportunity to students who desperately want to take ftf courses in their major—courses that are requirements for admission to universities.
- Students, including History majors, Middle College, and (other) Social Sciences majors, have voiced their frustration with us about a lack of offerings and the cutting of classes. (If enrollment improves, we hope to communicate with our students in terms of courses they would like to see restored to see if we can offer what we once did.)

5B. Program of Study Compleatability

Look at your course offerings, in the last program review cycle: was it possible for a student to complete your certificate(s) or degree(s) while only completing courses at Cañada College? If not, was your certificate(s) or degree(s) completable within the District?

Students were able to complete the History degree requirements within two years. However, for the first time ever, we have been struggling to hold onto that, as two of our core course offerings have become unpredictable. One of our core courses, HIST 101, Western Civilization II, was last offered successfully in Fall 2023. Students can take HIST 106, World History II, in lieu of 101, but this class has also only been offered once during the past two years (in Spring 2025). And, those students who are planning to transfer to a UC as a history major must eventually take a two-course sequence, either 100 and 101, OR 104 and 106. Ideally, we hope to offer all of these core courses in a regular rotation that allows for both predictability (planning) and options that will meet the needs of our history majors, including those who want to transfer to a UC. (Note: before enrollment declined we had a regular rotation with one section of HIST 101 and two sections (one face-to-face and one online) of 106 every year.

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Note: We do not have very many students majoring in history. But, according to PRIE's "Program of Study Report" for history, since 2020-2021, the number of history majors has more than doubled (from 11 to 28). This is exciting news!

5C. Program of Study Maps

Review your discipline's currently listed program(s) of study maps. Are any updates needed? If so, please list the needed changes. (These changes will be forwarded to the PRIE office after the Program Review process is completed, or you may submit changes using the PRIE Data request form.)

No updates needed.

6: Enrollment Trends and Changes

Use the data provided by PRIE to examine your enrollments by discipline and courses. Analyze each of the following: •Trends, significant changes, and any disproportionate enrollment impacts in course offerings, •Any disproportionate enrollments of student subpopulations indicated in PRIE data, •Trends in headcount, FTES, and load.

Based on your analysis of the data, discuss what you believe is noteworthy. If applicable, describe any other enrollment data that is relevant to your program, such as courses that are part of learning communities. You are welcome to include additional graphs or charts if they help your analysis. 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. Please note: If additional sources of data are used, please upload these documents or provide links.de links.

Enrollment:

As reported in our last comprehensive program review, 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. That downward trend continued through the current program review cycle, at least through 2022-2023. Since then, enrollment has partially recovered and hopefully, stabilized; we went from a low of 794 in 2022-2023 to 884 in 2023-2024 and 880 in 2024-2025.

It is important to note that this long view (6 years / two program review cycles) shows a 25% decline from 2018-2019 to 2024-2025. This is something we have obviously felt in the department, with fewer course offerings, extremely limited selectives and the loss of predictable employment offerings for our adjunct faculty.

Current program review cycle: enrollment was 1,070 in 2020-2021, so we've seen an 18% decline since then. Compare this to the social sciences, which have declined by 11% and the college, which has seen a 9% increase during this same time (2020-2021 to 2024-2025).

Headcount, 2020-2021 to 2024-2025:

- HIST Dept declined from 984 to 823 (16% decrease).
- Social Sciences: 3,728 to 3,475 (7% decrease).
- College: 10,775 to 11,745 (9% increase).

Disproportionate impacts: Females are underrepresented in our history classes. This is consistent with findings from at least the last two program reviews and in alignment with longstanding national trends in history. For example, the American Academy of Arts & Sciences reported that women earned 62% of Humanities degrees in 2022, but only 41.7% of History Degrees ("Gender Distribution of Bachelor's Degrees in the Humanities", Humanities Indicators, 2024). While this trend is expected then, it is hopeful to see the uptick for the most recent academic year. If we could attract even more females to our program in the future, that would be great.

Student Sub-Population	Overall Course Enrollment Equity Gaps	Year of Gap
Female	-5.4%	2024-25
	-10.0%	2023-24

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	-10.0%	2022-23
	-8.1%	2021-22
	-6.8%	2020-21

Load & Efficiency (FTES/FTEF)

With the declining enrollment, we saw our load drop from a high of 518 in 2020-2021 to 385 in 2022-2023. Since then, we have kept a very lean schedule. That in combination with a partial rebound in enrollment has helped us to bring load back up to 471 in 2024-2025. Our FTEF has remained consistent, staying at 6.0 (one year) throughout this program review cycle. This represents a slight decline from the prior period (FTEF declined from 7.0 to 6.2 between 2018-2019 to 2021-2022). FTES was 107 in 2020-2021, then dropped to a low of 80 in 2022-2023 and now has partially rebounded to 88 in 2024-2025.

Our first priorities are to maintain program viability and do everything we can to effectively meet the needs of our students while also being realistic about current demand. Within that context, we will continue to monitor enrollment data and make semester-by-semester adjustments as needed. We will also continue to monitor larger trends in history and seek to maximize possible opportunities for innovation and growth.

7: Retention and Success

• **Please Note: Retention rate counts enrollments who have earned a passing grade, a failing grade, or an incomplete grade.** • **Please Note: Success rate counts enrollments who have earned a passing grade.**

7A. Current Retention and Success Data

Describe the retention and student success rates in your courses and any disproportionate enrollment impacts using the data provided by PRIE.

Retention: Retention rates for the history department are consistently ahead of the college overall. There are no disproportionate impacts to report.

Retention Rates	History Dept %	College %
2020-2021	85.8	84.4
2021-2022	87.6	85.4
2022-2023	88.2	86.3
2023-2024	90.0	86.9
2024-2025	89.4	87.4

Success: Success rates for the history department lagged behind the college overall from Fall 2020 through Spring 2024, then surpassed the college in 2024-2025. We are pleased to see improvements from 2022-2023 to 2023-2024, and again 2023-2024 to 2024-2025.

Success Rates	History Dept %	College %
2020-2021	70.1	72.9
2021-2022	70.6	72.7
2022-2023	70.2	71.7
2023-2024	72.3	73.4
2024-2025	75.9	74.7

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Disproportionate Impacts: We have a consistent gap in success rates for Hispanic students in our History classes.

Success						
Disaggregation	Academic Year	Enrollment	Success %	Overall Success %	Success Gap	Success Margin of E..
Hispanic	2022-2023	22.0	61.0%	70.1%	-11.7%	20.5%
	2023-2024	23.0	60.9%	72.3%	-11.4%	20.4%
	2024-2025	20.0	80.0%	75.9%	4.1%	21.9%
	2020-2021	524.0	64.7%	70.1%	-5.4%	4.3%
	2021-2022	470.0	64.7%	70.5%	-5.9%	4.5%
Multiraces	2022-2023	387.0	64.6%	70.1%	-5.5%	5.0%
	2023-2024	461.0	65.5%	72.3%	-6.7%	4.6%
	2024-2025	450.0	71.8%	75.9%	-4.1%	4.6%
	2020-2021	63.0	68.3%	70.1%	-1.8%	12.3%
	2021-2022	47.0	72.3%	70.5%	1.8%	14.3%
	2022-2023	41.0	65.9%	70.1%	-4.3%	15.3%

At the individual course level, the gaps range from -1.1% to -20% depending on the class, mode, and year. That said, the biggest gap for the face-to-face sections is -6.5%, whereas in the online asynchronous classes, the gaps are bigger, -12.7% to -20% [with one exception (-5.3% in Fall 2024)]. The gaps also appear to be concentrated in our core courses (100, 201 202), not our selectives (245 and 247). Our takeaway: Focus on improving Hispanic success rates in our online core courses.

- Ensure best practices and full implementation of RSI principles in all online classes.
- Prioritize peer tutors, mentoring, skills-based workshops and study groups for these classes.
- Enhance culturally relevant curriculum and resources.
- Professional development training, such as training on equitable grading practices and/or Puente's "culture of cariño", ideally in a Division meeting or other all-faculty format.
- Further develop and strengthen relationships and opportunities for students to connect with the Cultural Center, Puente, and other campus and community organizations.
- Consult the SEAP plan, faculty equity coordinator and/or Director of Equity for additional ideas.

We had a very large gap (-44.7%) in success rates for Pacific Islander students for 2024-2025. According to the Equity Dashboard, 16 Pacific Islander students were enrolled in our history classes that year. The "Comprehensive Program Review Questionnaire Data & Sources 2025-26" provided by PRIE, shows a gap of -35.6% for Female Pacific Islander students in our face-to-face courses, but no additional course-level information appears on the Data Dashboard (I assume because the numbers are too small).

This Fall 2025, we launched a fully face-to-face section of HIST 245, Race, Ethnicity, and Immigration as part of the AANHPI S.T.A.R. Learning Community. Hopefully this will be one successful strategy for improving success rates for our Pacific Islander students. In addition, I think most of the strategies outlined above (for Hispanic students) are also applicable.

We also had one-time gaps for First Generation students (-7.2% in 2021-2022) and Veteran students (-29.4% in 2022-2023) in our asynchronous online classes. Again, I think the strategies outlined above (for Hispanic students and focused on online core courses) are a good starting point.

TABLES for 7.b (for some reason the text box for 7.b. does not allow me to load these):
History Department retention rates **by modality**:

Retention Rates	Face-to-face %	Hybrid %	online (async) %
2020-2021	88.1	61.5	84.8

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2021-2022	84	95.5	90.7
2022-2023	79.3	88.7	89.4
2023-2024	86.7	87.5	91.5
2024-2025	89.3	86	90.5
Overall average:	85.5	83.8	89.4

History Department success rates by modality:

Success Rates	Face-to-face %	Hybrid %	online (async) %
2020-2021	76.2	61.5	67.8
2021-2022	80	86.4	73.2
2022-2023	63.2	72.2	70.7
2023-2024	73.3	63.3	73.9
2024-2025	76.8	72.6	76.8
Overall average:	73.9	71.2	72.5

7B. Online Success

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 different course modalities: asynchronous, synchronous, hybrid, and face-to-face courses? Analyze any disproportionate online course retention and success rates by modality. If your program does not offer online courses, please write "not applicable."

History Department retention rates by modality:

Retention rates for our online classes have consistently (for the past four years) surpassed face-to-face and hybrid classes. Note: there is one outlier for 2020-2021. This was one evening hybrid section of HIST 201 (26 students); no known explanation for the low retention rate (61.5%).

History Department success rates by modality:

If we remove the four lowest outlying success rates, it does appear as if both hybrid and online success rates have increased over time to achieve parity or near-parity with face-to-face success rates. Overall average success rates for 2020-2021 through 2024-2025 excluding lowest four outliers:

- Face-to-face classes: 76.6% (compare to 75.2% college-wide)
- Hybrid: 77% (compare to 74.9% college-wide)
- Online: 73.7% (compare to 72.4% college-wide)

In order to try and understand the lowest outliers, we examined course level data:

- In 2020-2021, there was one hybrid evening section (26 students) of HIST 201 with an unusually low success rate of 61.5%; no known explanation.
- In 2020-2021, two Fall online classes (HIST 101 and 201) had unusually low success rates (41.2% and 46.3% respectively). These classes were taught by an adjunct faculty member who had become ill. This was an unusual situation and one time occurrence.
- In 2022-2023, there were two early morning face-to-face sections (Fall & Spring) of HIST 201 that had unusually low success rates (57.1% and 58.5%); no known explanation.

Program Review

- In 2023-2024, we offered two hybrid classes. The Fall section of HIST 245 had an unusually low success rate of 41%. This class was an 8-week hybrid, taught by an adjunct faculty member teaching the 8-week hybrid mode for the first time (which may help to explain the low success rate).

As part of analyzing the success of our 8-week hybrid class, we requested additional information from PRIE about college-wide performance of the 8-week "minimester". We learned that college-wide, there are no significant differences in overall success rates for the 8-week courses when compared to the standard 17-weeks. Our success rates for HIST 245 have so far been experiencing some pretty wide fluctuations (from 41% to 61% to 75% and back to 58%), and overall, are below the college average. This may be explained in part by the relatively heavy reading and writing requirements for history or the variance between the two faculty who have taught the course; we're not sure. For now, our plan is to continue to monitor this class closely and to continue to assess its effectiveness. It will next be offered again in Spring 2026.

8: Resource Changes

8A. Impact of Prior Resource Applications

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

None requested.

8B. 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), in particular how those changes impact student success. Do you notice any disproportionate impact on any student populations? If no changes have occurred please write "not applicable."

Not applicable.

9. SLOs and PLOs

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 of the active courses taught by full time faculty are being assessed over the three-year cycle. However, due to course cancellations/enrollment concerns and the fact that one class has so far been taught exclusively by an adjunct faculty member, not all of our classes have been assessed exactly as detailed in our Three-Year Assessment Plan.

Not Assessed:

- HIST 101 was not offered due to enrollment concerns.
- HIST 106 was taught by an adjunct (only).
- HIST 242 was banked in Fall 2023, so not offered.
- HIST 246 was cancelled due to insufficient enrollment.
- HIST 422 was cancelled due to insufficient enrollment.

Assessed

- HIST 100 (Spring 2025)
- HIST 201 (Spring 2025)
- HIST 202 (Spring 2024)
- HIST 245 (Spring 2025)

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- HIST 247 (Fall 2024)

Due to be Assessed next term (Spring 2026):

- HIST 104
- (HIST 106 make-up – added since it has not yet been assessed)

9B. SLO Assessment - Impact

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

Our assessments have helped us to clarify and refine individual assignment instructions. One overall takeaway/reminder to come out of these smaller adjustments: modeling and providing examples seems particularly effective in helping students to more fully understand what, exactly, is expected.

In every one of our history classes we have an SLO like this one that addresses sources: "SLO #1: Distinguish between and use primary and secondary sources in written assignments, ppt presentations, oral presentations, etc". As part of our dialogue about assessment, we discussed the overall importance of the skills associated with finding, interpreting, and analyzing sources. We are very aware that AI is quickly becoming ubiquitous and while it can be very useful for some research tasks, the skills associated with analyzing, interpreting, and evaluating sources are vitally important and we hope to continue to improve upon our understanding and ability to help students learn these skills effectively. One suggestion that came up: consider banning all laptops and phones in the classroom.

9C. 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 PLO assessments. What are some improvements that have been implemented as a result of PLO assessment?

The History Department assesses PLOs collaboratively with the other social sciences, with each PLO being assessed at least once every three years as part of a regular assessment cycle.

The Social Sciences Department consists of ten departments: anthropology, communication studies, economics, ethnic studies, geography, history, philosophy, political science, psychology, and sociology, and has three PLOs. Mostly these are one full-time person departments. In the past, we have used an analytic rubric to assess each PLO individually. For this three-year cycle, we approached assessment more holistically with the purpose and goal of mapping all of our course level SLOs to our PLOs, and reviewing the alignment between discipline-specific assessment methods and outcomes (SLOs), and overall program outcomes (PLOs) for the social sciences.

131 SLOs from 40 courses in 7 disciplines were mapped to each of the three social sciences PLOs. 73% of the SLOs mapped to PLO #1, while 50% of the SLOs mapped to PLO #2, and 57% to PLO #3. Overall, we were very satisfied with the outcome. More SLOs map directly to PLO #1 (73%) and PLO #3 (57%) than PLO #2 (50%). However, that makes sense, given that "diverse viewpoints" and "social sciences concepts" apply to lots of different types of assessments and activities, whereas PLO #1 "evidence based argument" is based on a specific type of assessment / activity. Furthermore, since "evidence based arguments" often entail empirical findings that connect to research epistemologies, we would expect this PLO to lag behind the more basic conceptual frameworks that constitute each subfield. Note: The criterion for success was established as part of our group process of review and reflection. While it makes sense that fewer SLOs would map to PLO #1, we would not want that number to drop below 50%.

While this holistic approach to mapping our SLOs to our PLOs is one important measure of success and alignment, our analytic rubric provides a more direct measure of student achievement. As a result, this coming year, we will return to our analytic rubric.

Analytic Rubric (direct assessment method): 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

Program Review

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.

Improvements: Mapping was completed and as part of that we had an interesting discussion about direct versus indirect assessment methods. While it did not necessarily lead to any immediate or significant changes, discussions like these, in which we share our practices, provide us with meaningful opportunities to learn from each other and better understand what students experience in different classes across our department.

Looking Ahead: Program Planning and Goals

In this portion of program review, you will develop action plans based on your enrollment, retention, and success data (questions #6 and 7) for the most disproportionately impacted students. • Please note: your action plans will reflect the program's assessment of which equity issues need to or can be addressed. • Please note: action plans are measurable so that we can examine their success or failure, not because they are guaranteed to be successful. As part of our culture of continuous improvement, we encourage programs to pursue action plans that might or might not be successful. Successes and failures can both provide valuable information for programs.

10A. Improving Enrollment

What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), curriculum, marketing, and articulation of pathways to improve enrollment, particularly for disproportionately impacted student groups identified in Question 6? If applicable, include plans for faculty recruitment and faculty training.

Course scheduling: We currently feel limited by our tight schedule and reduced course offerings. Our top priorities right now:

- Bring back an evening history class; right now our evening students are not able to take any history classes.
- Offer both of our World History core courses (104 and 106) and both of our Western Civilization core courses (100 and 101) at least once per year.

Curriculum, Marketing, and Articulation:

- Help ensure a smooth transition to Cal-GETC and continued promotion of our history courses as keystones of the General Education patterns.
- We would like to see, and contribute to, reviving and re-energizing our Latin American and Latino Studies degree & certificate programs. Now that ETHN 130, Introduction to Latinx Studies, is approved (as of Fall 2025), it needs to be added to the degree program (in process). We would like to see this class offered and supported, along with our relevant history classes (HIST 246, Latinas/os in the U.S., and HIST 422, Modern Latin America), and the LALS degree/certificate.
- Ongoing support for marketing, outreach, and promotion of the social sciences.
- Continued promotion of "Honors for All" and accompanying support for Honors classes and the Honors program.
- Continued support for the AANHPI S.T.A.R. learning community.
- Continued support for dual enrollment, including support for counseling.

Program Review

Faculty recruitment & training:

- The adjunct faculty (Justin Coburn) who created and collaborated with our dual enrollment program in the History Department has taken a full time position elsewhere and will no longer be available to teach on our campus as of Fall 2026. As a result, we will need to recruit a new adjunct faculty member to take over this work. This program has been very successful and it is important to us that this success continue.

10B. Improving Retention and Success Rates

What changes does your program propose to make to improve student course retention and success, particularly for disproportionately impacted students identified in Question 7? How can the college help you improve student retention and success? Consider course offerings, curricular and/or pedagogical changes. You are encouraged to collaborate with the Director of Equity and/or Faculty Equity Coordinator to develop strategies for addressing equity gaps and to include those here. Examples of possible strategies include trials of new equitable grading strategies, use of OER/ZTC textbooks, surveys to capture student voices and needs in the classroom, new or improved partnerships with student services, and/or plans for faculty recruitment and faculty training.

- Ensure best practices and full implementation of RSI principles in all online classes.
- Prioritize academic support services, peer tutors, mentoring, skills-based workshops and study groups for online core classes.
- Encourage faculty to enhance culturally relevant curriculum and resources for Hispanic students. (Maybe a Flex day event; collaborate with the Library, or...?)
- Professional development training, such as additional training on equitable grading practices and/or Puente's "culture of cariño", ideally in a Division meeting or other all-faculty format.
- Further develop and strengthen relationships and opportunities for students to connect with the Cultural Center, Puente, and other campus and community organizations.
- Consult the SEAP plan, faculty equity coordinator and/or Director of Equity for additional ideas.

10C. Improvements Based on SLOs and PLOs

What specific strategies do you plan to implement, based upon the results of your SLO and PLO assessment, and how do you anticipate those changes will contribute to more equitable outcomes?

1. Add more models / examples of successful assignments for students.

Our assessments have helped us to clarify and refine individual assignment instructions. One overall takeaway/reminder to come out of these smaller adjustments: modeling and providing examples seems particularly effective in helping students to more fully understand what, exactly, is expected.

2. Add new curriculum, sources, and skills-based activities to further enhance skills in, understanding of, and appreciation for, critical analysis of source materials.

In every one of our history classes we have an SLO like this one that addresses sources: "SLO #1: Distinguish between and use primary and secondary sources in written assignments, ppt presentations, oral presentations, etc". As part of our dialogue about assessment, we discussed the overall importance of the skills associated with finding, interpreting, and analyzing sources. We are very aware that AI is quickly becoming ubiquitous and while it can be very useful for some research tasks, the skills associated with analyzing, interpreting, and evaluating sources are vitally important and we hope to continue to improve upon our understanding and ability to help students learn these skills effectively.

Supporting Information

Non-Personnel Item (2025 - 2026)

Requested Year

2025 - 2026

Program Requesting Resources

History / Social Sciences

Item Requested

Neat Board

Item Description

65" Touch Screen Neat Board with floor stand and adapter. The stand-alone Neat Board is a key resource for the Social Sciences Hub, a student-centered study and event space that we have been sharing with the Umoja Program / Umoja Village for the past few years. This Fall 2025, the Umoja Village is relocating to elsewhere on campus and taking their Neat Board with them, so we (the ten disciplines that make up the Social Sciences) need a replacement. The Neat Board is/will be used in multiple ways, including for:

- instructional purposes, student (and other) presentations, and demonstrations;
- hands-on working tool for study groups, workshops, and classes;
- to provide zoom options for events and meetings (for example: guest speakers are able to zoom-in);
- to screen webinars, stream films, etc...

Program Goals this Request Supports

1. Curriculum: The Neat Board greatly enhances our ability to deliver curricular content, including hands-on high-impact and project-based learning opportunities for our History, and other social sciences, students.
2. Marketing: It is also a key resource to support our special events (guest speakers, webinars, films, presentations), including outreach events, such as "Discipline Days" and "We 'heart' Social Sciences".
2. Honors, GE, independent study, AANHPI S.T.A.R. learning community (and all other) history students: As an example, the Neat Board allows us to demonstrate, model, and work through the research process in a dedicated space (SS Hub) that connects directly to the Library, facilitating and encouraging access to all the resources that are available.
3. Mentoring, skills-based workshops, and study groups: The Neat Board allows for hands-on easy-to-view access to our Canvas courses, assignments, presentations, academic and student support services, etc...
4. Faculty: social sciences faculty use the Neat Board for meetings and hands-on work, such as assessing and discussing our PLOs. The SS Hub is our gathering place, so it also facilitates integration of, and support for, onboarding new faculty.

Status

New Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

8,684.72

One-Time or Recurring Cost?

One-time Cost

Critical Question: How does this resource request support closing the equity gap?

The Neat Board is instrumental in small group learning, high-impact and project-based learning, mentoring, study groups, skills-based workshops, and opportunities to engage with guest speakers and learning outside the classroom (e.g. guest speakers & events). It also facilitates access to technology and resources (e.g. Library & research materials), as well as provides Zoom options for attendance and participation.

Resource Requests

Critical Question: How does this resource request support Latinx and AANAPISI students?

The Neat Board improves our ability to provide more active, hands-on, and student-led learning & workshopping. It facilitates flexible attendance options and increased opportunities for students to connect in affinity-type gatherings, and/or meet with instructors, mentors, and each other in a more informal environment, outside the classroom. It is a powerful visual aid that can also be used to facilitate access to culturally relevant curriculum and resources.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Community Connections
Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Provide adequate access to technology
Better share what Cañada offers
Strengthen K-16 pathways and transfer