

Comprehensive Program Review Report



Program Review - History

Program Summary

2021-2022

Prepared by: Stephen Tootle, Rick Mangnall, and Katherine Becker

What are the strengths of your area?: The mission of the History department is to support the mission of the college by teaching the study of the past. We accomplish this mission by teaching survey courses in traditional, hybrid, and online formats.

We currently have 3 full-time instructors.

We assure the academic quality of our discipline by continuing to write, research, and publish history. We continue to engage in outreach with our community through public lectures and participating in public forums.

We continue to measure student success by assessing our students' ability to produce high quality written work. This definition of student success comes from our professional associations: The American Historical Association, The Organization of American Historians, and standards outlined by the National Association of Scholars. All history classes require more than 2,000 words of non-test writing. We assess this writing in courses and compare across courses through the Student Learning Outcome Assessments. We serve more than 2200 students each year with a very high success rate given the rigor of our courses. Success rates have held steady and in some classes have substantially improved since the 2017/2018 cycle. The college measures of Student Success are as follows:

2020/2021

Hist 4, 74% success rate

Hist 5, 65% success rate

Hist 17, 64% success rate

Hist 18, 66% success rate

Hist 25, 84% success rate

Previous success rates for comparison are as follows:

2019/2020:

Hist 4, 66% success rate

Hist 5, 65% success rate

Hist 17, 64% success rate

Hist 18, 66% success rate

Hist 25, 84% success rate

2018/2019:

Hist 4, 65% success rate

Hist 5, 63% success rate

Hist 17, 64% success rate

Hist 25, 77% success rate

2017/2018:

Hist 4, 66% success rate

Hist 5, 61% success rate

Hist 17, 64% success rate
Hist 18, 61% success rate
Hist 25, 67% success rate

The number of history majors and minors is trending upward, as has the number of History graduates. Further, History students have been accepted to a diverse range of Universities including California State University, Fresno; University of California, Santa Cruz; Berkeley, UCLA, and UC Santa Barbara.

Continuing mentorship by our faculty prepares our students to transfer to research institutions.

The history department continues to be among the most efficient departments in the college with an FTES of 337.74 which is an increase over last year's 325.74 which is an increase over the previous years' number of 298.10. All of our classes filled this past year and all had waitlists by the first day of class. We are certainly open to the idea of moving some of the history surveys to larger classrooms if that would make them more efficient. We have every indication that we could add an additional 5-10 classes and have them all fill.

Our department meets annually for program review, semi-annually for student outcome assessment and we maintain email and face-to-face communication throughout the semester. Full-time faculty also participate in the evaluation process for adjunct and full-time faculty every semester.

The history department also engaged in external relations by appearing on the Paper Trail Podcast; and hosting the American Association of University Women for Great Decisions, a discussion series, which brings together community members to debate important political decisions of today. In 2020-2021 the AAUW met online for Great Decisions. The History Department will continue to sponsor Great Decisions on campus after the pandemic ends. Occasionally, faculty also author op-ed pieces for local publications. In addition, History faculty also conducted teacher trainings for the Bill of Rights Institute.

Two full-time faculty members are currently advising two student clubs on campus. Fall 2022 History Department students will meet to re-elect officers for the History and Genealogy Club as we lost nearly 2/3rd of the club members to transfer. Club activity and the speaker series have been curtailed due to the Covid Pandemic.

Data for DIGs show improvement among most groups in History courses. For instance, our most recent data show:

African American success rates were 70.3% in 2021, which is up from 58% in 2018-2019. 54% in 2017-2018 and 67% for 2019-2020.

Asian success rates show a dramatic increase from 67% in 2017-2018 to 78% in 2018-2019, which held steady for 2019-2020 and slightly improved in some categories, especially among Asian Males. For 2020-2021, the success rate increased to 90%.

Hispanic success rates also improved this year. They were down 1%, from 64% in 2017-2018 to 63% in 2018-2019. But for 2019-2020 they are back into the 67-68% range. For 2020-2021 the rates increased to 81.4%.

Dual enrollment students have a 96.6% success rates across all classes.

There are two likely explanations for our increasing success rates. The increase in the number of dual enrollment students is pushing up our overall success rates. When the state allowed drops through the end of the semester it also had the effect of increasing our success rates. We expect both rates to level off or decrease as the normal conditions return.

What improvements are needed?: We continue to need more instructors and particularly, we still need another full time instructor. We are not able to meet student needs or student demands on all three campuses. We are teaching more students with fewer classes. With the hiring of Katherine Becker in the Fall of 2017 we were able to replace Steve Natoli's course load. However, we have never replaced Ron Ruiz's full time load. Ruiz has now completely retired both as a full time and adjunct instructor, leaving no full time history instructor to cover, teach or maintain History 23. Amy Pritchett has kindly agreed to maintain the course administratively pending his replacement. The Covid-19 pandemic has shifted our priorities for this school year. We were able to scale our classes in order to meet the immediate student needs under the constraints of the pandemic. However, the current situation is not ideal. Once we exit the pandemic constraints, we will need another full-time position.

The implementation of AB 705 has put a tremendous strain on our courses. Virtually every student who matriculates at COS is required to take either History 017 or 018 to fulfill their American institutions requirement. We continue to seek a more coordinated, integrated, and thoughtful plan to introduce students to the requirements of the history discipline, including Chicago Style formatting and the proper use of sources.

We need to find a more effective mechanism for communicating with adjunct faculty and requiring meaningful dialogue

between colleagues. We are hoping the upside of the pandemic is the fact that we are all more familiar with distance meeting technology.

Describe any external opportunities or challenges.: Literacy skills are key to success in history courses. All of our requirements involve writing, including requirements that are part of our transfer agreements. AB705 continues to present us with students in our courses who are not literate at the college level. We agree that encouraging our students to seek assistance from the Writing Center early in the drafting process is critical for student success in our classes. Some of us do this presently, some of us do it as we see the need in particular students' work. For our courses, full institutional support of the Writing Center is vital.

Overall SLO Achievement: We are satisfied with our overall SLO achievement in all classes conducted by full-time faculty. Every full-time faculty member has implemented changes to their grading rubrics and syllabi to align class incentives and grades with our outcomes. The biggest pattern that is emerging is how difficult it is to get any kind of handle on SLO achievement in classes that are not taught by full-time faculty. We have achieved a somewhat monumental turnaround in our department over the last decade by discussing what is important to us and improving our classes based on communicating shared values while preserving academic freedom. However, the very structure of the school works against much further progress. Our resolution for 2021-2022 is to attempt to bring all History faculty together via Zoom/MS Teams to support efforts to collect SLO/PLO data in a more comprehensive way.

Changes Based on SLO Achievement: The biggest changes in 20 sections of history came with the implementation of a fixed grading rubric that aligns with SLO achievement. The previous system in these classes relied on handwritten comments rather than a rubric built in to Canvas itself. This change better aligned SLOs to courses for over 1200 COS students in the 2020-2021 academic year.

Overall PLO Achievement: While the pandemic delayed measuring our program level achievements somewhat, the full-time faculty successfully collaborated on the implementation of our first program level outcome and confirmed the concrete changes made to our courses in the service of our program level objectives. For instance, in 100% of the courses taught by full-time faculty, course materials now align with the program level outcome of requiring (and grading based upon) the sophisticated use of information, evidence, and argumentation.

Changes Based on PLO Achievement: The next step is to measure whether our new PLOs are being accessed across all History classes. Currently, we are unsure whether all History instructors are implementing and/or assessing PLOs.

Outcome cycle evaluation: Our program level outcomes are on a 3-year cycle in order to evaluate their effectiveness. We confront many of the same challenges that we faced before the pandemic. AB705 resulted in much higher numbers of students in courses who lack basic literacy skills. The expansion of dual enrollment classes makes it increasingly difficult to ensure academic quality, measure program level outcomes, collaborate effectively, and implement changes necessary to ensure PLO achievement in all of our courses.

Action: Hire a Full-Time History Professor

Hire a full-time history professor to replace Ron Ruiz.

Leave Blank:

Implementation Timeline: 2021 - 2022

Leave Blank:

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Identify related course/program outcomes: District Objective 1.1: The District will increase FTES by 1.75% over the three years
District Objective 2.1: Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

District Objective 2.2: Increase the number of students who transfer to a four-year institution by 10 percent over three years

District Objective 4.1: Increase the use of data for decision-making at the District and department/unit level

Person(s) Responsible (Name and Position): Stephen Tootle, Katherine Becker, Rick Mangnall

Rationale (With supporting data): In fall 2021 we have 24 full sections of history being taught by adjunct professors. Every one of those sections was full. We have delayed replacing Ron for five years because we wanted to prioritize other dire needs within first. But we simply cannot increase FTES, increase the percentage of students who earn AA degrees or transfer to four-year institutions, or increase the use of data in decision-making without replacing Ron Ruiz. Since he has been fully retired we have nobody on staff who can teach Mexican-American history or any of the history classes that are a regular part of most diverse history programs at community colleges.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

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Link Actions to District Objectives

| |
|---|
| District Objectives: 2018-2021 |
| District Objective 1.1 - The District will increase FTES by 1.75% over the three years |
| District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years |
| District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years |
| District Objective 4.1 - Increase the use of data for decision-making at the District and department/unit level |
| District Objective 4.2 - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents |

Action: Primary Sources

Every history class at COS should require the use of primary sources in non-test writing.

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Implementation Timeline: 2020 - 2021

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Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Stephen Tootle Katherine Becker

Rationale (With supporting data):

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

| Update on Action |
|--|
| Updates |
| Update Year: 2021-2022 09/15/2021 |
| Status: Continue Action Next Year |
| Every history class conducted by full time history instructor at COS requires the use of primary sources in non-test writing. We have no data on their use by adjunct faculty. |
| Impact on District Objectives/Unit Outcomes (Not Required): |

Link Actions to District Objectives

| |
|--|
| District Objectives: 2018-2021 |
| District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years |

Action: Chicago Style

All history classes at COS should require Chicago Style notes in non-test writing.

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Implementation Timeline: 2020 - 2021

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Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Stephen Tootle Katherine Becker

Rationale (With supporting data):

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Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022

09/15/2021

Status: Continue Action Next Year

Every history class conducted by full time faculty now requires the use of Chicago Style formatting in non-test writing. We have some anecdotal evidence that some adjunct faculty require the use of Chicago Style formatting in non-test writing.

Impact on District Objectives/Unit Outcomes (Not Required):

Action: Use JSTOR

Require the use of JSTOR in non-test writing.

Leave Blank:

Implementation Timeline: 2020 - 2021

Leave Blank:

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Identify related course/program outcomes: Student Learning Outcomes

1. In a written assignment, students will engage a diversity of viewpoints in a civil and constructive fashion.
2. In a written assignment, students will properly use both primary and secondary sources as part of a historical narrative or argument.
3. In a written assignment, students will demonstrate an ability to evaluate sources for credibility and perspective.

Person(s) Responsible (Name and Position): Stephen Tootle, Katherine Becker, Rick Mangnall

Rationale (With supporting data):

Priority: Medium

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022

09/15/2021

Status: Continue Action Next Year

All full-time faculty require the use of JSTOR in non-test writing. We have no data on adjunct usage.

Impact on District Objectives/Unit Outcomes (Not Required):