

Comprehensive Program Review Report



Program Review - History

Program Summary

2022-2023

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:

Previous success rates for comparison are as follows:

2021/2022

Hist 4, 61% success rate
Hist 5, 73% success rate
Hist 17, 48% success rate
Hist 18, 59% success rate
Hist 25, 72% success rate

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

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

We have experienced significant drops in our success rates. We anticipate that with the resumption of in-person instruction these rates will rise. A preliminary look at available data this semester indicates that (as of right now) our in-person classes are performing roughly 40 percentage points higher than our online offerings. This is preliminary data, so we caution against extrapolating too far into the future with it, but a clear trend is emerging. We fully anticipate that our success rates will rise in the near future--perhaps as soon as the fall semester.

The number of history majors and minors is trending upward, as has the number of students completing History degrees and transfer objectives. 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 304.25 which is a decrease over last in keeping with statewide trends, but our overall decrease is lower than the CCC system statewide. 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 which would increase their efficiency. We have requested larger classrooms for Fall 2023. 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. In addition, History faculty also spoke to local historical societies, conducted teacher trainings for the Bill of Rights Institute, and published history curriculum for the Constituting America Project.

Two full-time faculty members are currently advising two student clubs on campus.

In keeping with our data that takes into account our overall success rate, data for Disproportionately Impacted Groups (DIG) shows a decrease in our success rates among most groups in History courses. For instance, our most recent data shows:

African American success rates were 43.1% in 2022; in 2021 it was 53.7% in 2020-2021; in 2019-2020 it was 67%.
Asian success rates declined down to 57.4%. This is a drop from the 76.1% in 2020-21; in 2019-2020 it was 78%.
Filipino data is new for this year. Our success rate for Filipino students was 68.2% in 2020-2021. In 2021-2022 it was 60.0%.
Hispanic success rates for 2021-2022 were 56.0%. In 2020-2021 they were 70.3%.
White student success rates for 2021-2022 were 62.2%; In 2020-2021 they were 74.3%.
Success rates for male students in 2021-2022 were 58.9%.
Success rates for female students in 2021-2022 were 59.6%.

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. We should look into both increasing class sizes for in-person courses as well as adding additional online course offerings if we do not

hire another full-time history professor.

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.

COS has removed student learning from the mission statement of the college. Our student learning objectives are based on improving student learning and thus no longer align with the mission of the college.

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 2022-2023 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 33 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 2022-2023 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: In the fall of 2022 the full-time history professors collaborated on the creation of a document that was sent out to all history teaching faculty. We met again to discuss the editing of this document. This is the first attempt (as far as anyone can remember) to communicate expectations regarding curriculum with adjunct instructors. All faculty retain their academic freedom to teach content as they see fit. But we can now document that we have communicated our expectations regarding meeting state standards and transfer agreements.

Outcome cycle evaluation: In our last evaluation cycle we identified a communication problem across our history courses. We have corrected that problem. For the PLOs we were able to assess, our alignment with department priorities has increased dramatically. In all world history courses, 100% of students with passing grades met PLO objectives. In 20 sections of US history, all students with passing grades met PLO objectives.

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: Program Level Outcomes

Make it easier for history students to transfer.

Leave Blank:

Implementation Timeline: 2022 - 2023

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Leave Blank:

Leave Blank:

Identify related course/program outcomes: Program Level Outcomes need to be created

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

Rationale (With supporting data): Program Level Outcomes were never added to TracDat by previous History Faculty. We need to get PLOs entered and mapped in TracDat. This is especially important in regards to the impending accreditation visit in Fall of 2018.

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

We hired a student tutor in 2019-2020. We will bring back student tutors upon full return to campus post-pandemic.

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

Update Year: 2021-2022

09/15/2021

Status: Continue Action Next Year

PLOs have finally been created. Full-time instructors have implemented them across all classes. We will continue to encourage adjuncts to make any needed adjustments and will meet with them to assess their progress.

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

Resources Description

Technology - We would like the ability to identify history majors and history students, communicate with them, and track them. (Active)

Why is this resource required for this action?: We currently have no way of identifying who our history majors are, communicating with students taking history classes, or tracking the progress of history majors and history students.

Notes (optional): We assume that COS already has the data services and technology to accomplish this goal, but someone must direct these entities to provide us with a solution to this data and technology problem.

Cost of Request (Nothing will be funded over the amount listed.): 5000

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

District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

Action: Hire a Full-Time History Professor

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

Leave Blank:

Program Review - History

Implementation Timeline: 2021 - 2022, 2022 - 2023

Leave Blank:

Leave Blank:

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: Yes

Safety/Mandate Explanation: According to the best information we have available, the new UC/CSU transfer pattern (CalGETC) will continue to require an American Institutions component.

Resources Description

Personnel - Faculty - Hire a full-time History professor (Active)

Why is this resource required for this action?: We cannot grow the number of students we serve without adding more History faculty. Our current full-time and adjunct professors cannot staff current student needs at all three campuses. Lack of class availability will prevent students from meeting degree, certificate, and transfer goals.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 200000

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

District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

Action: Primary Sources

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

Leave Blank:

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Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

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: 2022 - 2023

10/16/2022

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. We have created a short handbook of expectations and sent it out to all history instructors. No adjunct instructor made any reply or indicated that they would implement the shared expectations of the history department.

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

District Objectives: 2021-2025

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

Action: Increase Student Access to History Courses

Need to hire another full-time Professor of History

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes: Relevant Course Level Outcomes that would be helped by the hiring of new faculty:

In a written assignment, students will engage a diversity of viewpoints in a civil and constructive fashion.

In a written assignment, students will properly use both primary and secondary sources as part of a historical narrative or argument.

In a written assignment, students will demonstrate an ability to evaluate sources for credibility and perspective.

Person(s) Responsible (Name and Position): Division Chair and Faculty

Rationale (With supporting data): We needed to hire for this position four years ago and the need is even greater today. No other primarily transfer-oriented academic department handles more students with fewer faculty members. According to the Faculty Growth Template we could have 13.4 full-time History faculty members. We had 3.5, and now have 2.5. In spring 2017 we would have had only have one full time history professor if not for the hiring of Katherine Becker. However, we are still understaffed since, while Katherine Becker took Steve Natoli's position, Ron Ruiz's position was never replaced. So, the department is still in need of a full-time professor. Rick Mangnall is only a half-time history professor and he teaches only online and hybrid classes. Gary Roldan is only teaching high school students. Linda Yost, Ed Robinson, and Floyd Hord have retired. Ron Ruiz had come back and taught classes--and managed our Mexican American history classes. He has retired. Other adjuncts have retired. We have been unable to hire qualified adjuncts to replace our retiring adjuncts. We are also unable, even with

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now two full time history professors, to provide equity on the Tulare and Hanford campuses. Hanford and Tulare students currently do not have access to full time history professors in scheduled office hours on those campuses. We could hire a full time professor and give them a full load just with the needs at the Tulare campus.

We anticipated that 1200 students would want to take history classes in the spring of 2019 and that 500 of them will be unable to do so if we do not hire another full time history professor in the fall of 2018. That happened. Coming out of the pandemic we are seeing an increased need for on-campus course offerings (that have also tended to have higher success rates).

By not hiring another full time historian we have had to cut our offerings of History 4, 5, 17, 18, and 25 making it more difficult for students to finish their academic plans in two years. These actions have severely impeded the district's ability to achieve its goals in growth and equity, if not render their realization impossible.

In 2011-12 Ron Ruiz was still teaching full time and our WSCH was 8145. So with 3.5 faculty members our WSCH per faculty member was 2327. In 2012-13 with Ron's retirement our WSCH dropped significantly, to 6573, making our WSCH per faculty member 2629 (with 2.5) full time faculty members. In 2013-2014 our WSCH increased by 21% to 7966, or 3186 per full time faculty member. In other words, we had a 37% increase in efficiency in just two years. With the Burberry, Ruiz, and Natoli retirements, we were desperate to fill the position Katherine Becker now occupies. However, this still leaves us with only two full time faculty members to cover all courses on all three campuses.

Priority: High

Safety Issue: No

External Mandate: Yes

Safety/Mandate Explanation: Standard Three of the accreditation standards states that we must have equity of resources available to all students. Failure to hire another full time history professor would prevent us from offering students at our Hanford and Tulare campuses access to full time professors and their office hours, and History 4, 5, 23, and 25 would not be available on those campuses.

Resources Description

Personnel - Faculty - We need to hire a full-time history professor. (Active)

Why is this resource required for this action?:

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 200000

Link Actions to District Objectives

District Objectives: 2015-2018

District Objectives - 1.1 - Increase overall enrollment by 1.75% annually

District Objectives - 2.1 - Increase the number of students who are transfer-prepared annually.

District Objectives - 2.2 - Increase the number of students who earn an associate degree or certificate annually.

District Objectives - 2.4 - Increase Career Technical Education course success rates and program completion annually.

District Objectives - 3.1 - Reduce the achievement gap of disproportionately impacted student groups annually, as identified in the Student Equity Plan.

District Objectives - 4.1 - Improve operational systems based upon data driven decision-making as described in the COS 2.0 manuals.

District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

Program Review - History

Action: Chicago Style

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

Leave Blank:

Implementation Timeline: 2020 - 2021, 2022 - 2023

Leave Blank:

Leave Blank:

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: 2022 - 2023

10/16/2022

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. We sent out a mini-handbook to add history-teaching faculty. We will continue to use the evaluation process in order to ascertain whether adjunct faculty are requiring the use of Chicago Style formatting in writing.

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

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

Action: Use JSTOR

Require the use of JSTOR in non-test writing.

Leave Blank:

Implementation Timeline: 2020 - 2021, 2022 - 2023

Leave Blank:

Leave Blank:

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:

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Update on Action

Updates

Update Year: 2022 - 2023

10/16/2022

Status: Continue Action Next Year

All full-time faculty require the use of JSTOR in non-test writing. We will continue to use the data and tools at our disposal in order to find out if adjunct faculty are requiring the use of JSTOR articles in non-test writing.

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

Link Actions to District Objectives

District Objectives: 2021-2025

District Objective 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.