

# Comprehensive Program Review Report



## Program Review - History

### Program Summary

#### 2020-2021

**Prepared by:** Richard C. Mangnall, Stephen Tootle, Katherine Becker

**What are the strengths of your area?:** 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 student's 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 2400 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:

##### 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

Previous success rates for comparison are as follows:

##### 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. A recent COS history student now works at the Tulare County Museum. 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 325.74 which is an increase over last year's 298.10 which is an increase over the previous years' number of 279.90. 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; communicating with the Tulare County Museum regarding future partnerships, speaking at the Philanthropic Educational Organization, winning grants to fund a Speaker Series within the Chap Program, and hosting the American Association of University Women for Great Decisions 2019-2020, a discussion series, which brings together community members to discuss important political decisions of today.

And occasionally faculty author op-ed pieces for local publications. History faculty also conducted teacher trainings for the Bill of Rights Institute and wrote 3 sections of an AP History textbook for the Bill of Rights Institute.

Two full-time faculty members are currently advising three student clubs on campus. Fall 2020-21 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. Additionally, the History Department has supported a grant-funded speaker series that brings scholars from around the United States to speak to audiences of students and members of the community. Club activity and the speaker series have been suspended 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 58% in 2018-2019 up from 54% in 2017-2018 and in the 60% range 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.

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.

Multi-ethnicities are lower in the 65-54% range dropping 3% from previous years. Though it is difficult to define who exactly fits in this category, we would like to see these rates improve.

**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. The LRC successfully hired a student tutor to assist us in this goal. We hope the LRC can continue to provide this assistance.

We need to find a mechanism for communicating with adjunct faculty. 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.:** The history department has identified three external challenges or opportunities related to AB705, the COVID-19 pandemic, and changing technology.

Because of the growing need for new teachers in California we continue to see an increase in the number of students enrolling in History 25, a requirement for teaching. Likely, increasing numbers of History 025 classes will need to be added. AB 705 is leading

to an increase in the need for History 017 and 018. We used to encounter students who were functionally illiterate, but now we encounter students who are actually illiterate.

Our initial impressions of how classes have changed since the implementation of AB705 are as follows:

More students have a deep and profound need for basic reading, writing and basic literacy skills. Another side-effect is a slight uptick in behavior management issues in the classroom. Students seem to be less mature or less ready for a college environment. We continue to observe that rising student cynicism regarding public institutions seems to be reflected in student engagement. Students are increasingly wondering if there is any reason to know things. We await hard data to see how AB705 affects success rates. The strain on facilities and IT at the college is affecting our ability to work efficiently especially in classes with enrollments over 40. Additionally, the need for classroom space has made it more difficult to find meeting rooms and times.

The COVID-19 pandemic has presented us with both challenges and opportunities. We have been able to scale our classes effectively to meet student need. Faculty have learned to use distance learning tools that may lead to more effective collaboration. Additionally, we are seeing more high school students as well as more students from four-year colleges. These students typically do well in classes.

Once the pandemic is over we will continue to request that history classes be placed in rooms with appropriate maps.

Technologic advances have recently presented new challenges for history teaching. Students can subscribe to paper writing services for a low cost that will effectively beat most anti-plagiarism software. Students who cannot read or write can use computer dictation and translation software.

**Overall SLO Achievement:** Overall SLO Achievement: We have completed an outcomes assessment cycle for our scheduled courses, this year focusing on History 25. We have gathered to analyze data as a department. Gathered data from assessments of student work suggests that 91% of history students are currently meeting SLOs across all assignments. While we recognize that this percentage is strong we strive for a 100% success rate in meeting history SLOs. We have implemented changes to syllabi and assignments based on this data analysis.

**Changes Based on SLO Achievement:** Based on our findings we are creating a best practices guide for history faculty with expectations of what should be required in all History courses. AB 705 is expected to influence this process. During Fall 2019 we met to discuss program review, for assessment, and to discuss challenges arising from the implementation of AB 705. As a result of the pandemic, we were unable to jump on this with gusto. Of course, every instructor has the academic freedom to teach his/her classes as they wish.

**Overall PLO Achievement:** Overall PLO Achievement: We just created our PLOs. In the 2020-2021 cycle we will begin assessment of them.

**Changes Based on PLO Achievement:** Changes Based on PLO Achievement: We will continue to pursue strategies to ensure students are competent in skills needed to write a research paper, including teaching Chicago Style across all History courses and teaching students to use solid academic sources such as those found in JSTOR.

**Outcome cycle evaluation:** Outcome cycle evaluation: The History Department is gaining ground toward achieving outcomes goals. We recognize changes will need to be made to accommodate students who may not be fully prepared to write history papers at the college level due to changes brought about by AB 705. We are continuing to encourage adjuncts to attend assessment meetings. Our numbers have risen from only one faculty member appearing for the SLO meeting in Fall 2017 to 6 faculty consistently meeting during in the 2018-2019 evaluation cycle. Because of the pandemic we will continue exploring online meeting options to act on these evaluations.

## Action: Use JSTOR

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

**Leave Blank:**

**Implementation Timeline:** 2020 - 2021

**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

# Program Review - History

External Mandate: No

Safety/Mandate Explanation:

## Action: Primary Sources

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

Leave Blank:

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:

## Action: Increase Student Success

Increase Student Success by implementing plans from SLO and PLO evaluation including teaching Chicago Style and using primary and secondary sources across all History classes

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Implementation Timeline: 2019 - 2020

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Identify related course/program outcomes: PLO: History students will be skilled in producing papers in Chicago Style in preparation for transfer; SLO 2: Students will properly use both primary and secondary sources as a part of historical narration or arguments.

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

Rationale (With supporting data):

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

### *Link Actions to District Objectives*

District Objectives: 2018-2021
<b>District Objective 2.2</b> - Increase the number of students who transfer to a four-year institution by 10 percent over three years
<b>District Objective 4.1</b> - Increase the use of data for decision-making at the District and department/unit level
<b>District Objective 4.3</b> - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

## 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:**