Instructional Program Review
2019/20 UPDATE

History

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SAN DIEGO MESA COLLEGE

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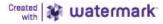
General Information (Instructional Program Review 2019/20 UPDATE)

2019/20 Instructional Program Review

SUBMISSION INFORMATION AND UPDATES (REQUIRED)

- Name of Lead Writer: Michael L. Cox
- Name of Liaison: Bruce Naschak
- Department Chair: John Crocitti
- Name of Manager/Service Area Supervisor: Charles Zappia
- Is this a CTE program? (State **Yes** or **No**): NO

UPDATES: The key updates (in terms of faculty/staff) from last year are as follows:

Drs. Gloria Kim and Michael Cox were tenured and promoted to Associate Professors.

Additionally, 2018-19 saw the departure of a junior tenure-track faculty member (Marwan Hanania), who chose to pursue other opportunities. This leaves the History program with the following:

Three full professors: John Crocitti (department chair on .8 reassigned time), Jonathan McLeod (on 1.0 reassigned time), and Sudata DebChaudhury (Spring term only)

Two associate professors: Gloria Kim and Michael Cox

One assistant professor: Alex Holowicki

Fifteen adjunct instructors (as of Fall 2019): Twelve have earned Ph.D. degrees, one has a J.D. and M.A., one has a C.Phil., one has an M.A.

Fall 2019: A total of 48 History courses were offered. Of those, 17 (35.4%) were taught by tenured or tenure-track faculty (one was an overload course). 31 (64.6%) were taught by adjunct faculty.

File Attachments:

1. **Mission Statement.pdf**

OUTCOMES AND ASSESSMENT (REQUIRED)

Form: 2019/20 Program Review Outcomes and Assessment Section (See appendix)

File Attachments:

1. **Assessment Cycle 2016-2019-1.xlsx**

PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

Form: 2019/20 Program Review Instructional Program Analysis Section (See appendix)

File Attachments:

1. **CourseRetentionRatesdisaggregated.pdf**

2. **CourseSuccessRates-disaggregations.pdf**

3. **Equity Gap- Demographics2018-19.pdf**

4. **Equity Gap- Demographics-pastfiveyears.pdf**

5. **Equity Gap-Other2018-19.pdf**

6. **Equity Gap-Other-pastfiveyears.pdf**

7. **ProgramGPA-disaggregated.pdf**

PROGRAM GOALS (REQUIRED)

2018/19

Develop HIST 205 course
Faculty meetings to refine and develop proposed HIST 205 course and move course through the approval process.

> **Mapping**
>
> **CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 2.3, Strategic Goal 4.1, Strategic Goal 5.2, Strategic Goal 6.2,
>
> **Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking, Global Consciousness, Information Literacy

Work to build History enrollments
Work as a program, with counseling, and with other faculty/staff at Mesa College to better promote our courses and boost our course enrollments across the discipline.

> **Mapping**
>
> **CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 2.4, Strategic Goal 4.1,
>
> **Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Continue to participate in campus-wide outreach events
Continue to elevate the profile of our program (and department) at events such as Jump Start, Majors@Mesa, and related events.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 2.4

Create History of Technology Course (HIST 135) (NEW 2019-20 goal)

Following discussions with STEM faculty, Dr. Crocitti and Dr. Holowicki are developing a course on the history of technology. This is a growing field of historical inquiry and makes direct connections between the history discipline and many aspects of the STEM fields. Taught in a world context, the course will be an overview of technological development from prehistory to the present, with a heavy emphasis on the past three centuries. The course will appeal to History majors, STEM majors, and anyone interested in a focused inquiry into the importance of technological developments on human history.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 4.1,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Create U.S. Environmental History Course (NEW 2019-20 goal)

Develop a course in Environmental History of the United States. Dr. Crocitti and Dr. Cox will develop an environmental history course (there are several such articulated courses at other two-year institutions in California) which will provide a focused study of American environmental history from pre-Columbian Native Americans to the present, focusing on the relationships between humans and nature in a variety of contexts (plants, animals, geography, resource management, industrialization/development, etc.). The course will have appeal to History majors, students in the developing Sustainability field, and all students interested in the history of the United States in an environmental context.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 4.1,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

ACTION PLANS FOR GOALS (REQUIRED)

Actions

2018/19

Goal

Goal: Develop HIST 205 course

Faculty meetings to refine and develop proposed HIST 205 course and move course through the approval process.

Action: Develop HIST 205 course	
Describe the actions needed to achieve this objective:	Continued meetings (ongoing) among discipline faculty to develop a new course in Critical Thinking and Writing in History. Refine draft course outline and proposal for submission in the spring of 2019. Shepherd the course through the approval process as possible.
Who will be responsible for overseeing the completion of this objective:	The department chair (John Crocitti) with extensive input from all full-time members of the History faculty.
Provide a timeline for the actions:	November 2018: first meeting of faculty to discuss changes to the original course outline. Early Spring 2019: meeting/discussions to finalize proposal. Spring 2019: work with articulation officer and other parties to begin process of articulation and develop Curricunet proposal to submit course to campus curriculum committee for approval.
Describe the assessment plan you will use to know if the objective was achieved and effective:	If the course is successfully created and adopted, the goal will be a success.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	N/A

Goal: Work to build History enrollments

Work as a program, with counseling, and with other faculty/staff at Mesa College to better promote our courses and boost our course enrollments across the discipline.

Action: Building History Enrollments	
Describe the actions needed to achieve this objective:	Analyze patterns of student enrollment and success in our courses to refine our course offerings and encourage more robust student enrollment. Work with Counseling and other college staff/administration to further those ends. Promoting our discipline and courses through outreach to students.
Who will be responsible for overseeing the completion of this objective:	Entire discipline.
Provide a timeline for the actions:	Fall 2018: Faculty meeting with Counseling representative to discuss student enrollment patterns, student needs, and his perception of and ideas for bolstering enrollment in our courses. Spring 2019: Continued dialog among faculty and with counseling and other parties to continue this process. Presentation by faculty (to be

advertised and promoted to the entire campus and in our department and discipline courses) to students interested in learning what history courses and degrees can do for them academically and professionally.

Describe the assessment plan you will use to know if the objective was achieved and effective:	Study patterns of student enrollment to determine efficacy of our current efforts.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	N/A

Goal: Continue to participate in campus-wide outreach events

Continue to elevate the profile of our program (and department) at events such as Jump Start, Majors@Mesa, and related events.

Action: Campus outreach	
Describe the actions needed to achieve this objective:	Work to both continue and enhance the profile of our department and discipline on the Mesa College campus. Engage with every opportunity to participate in programs like Jump Start, campus tabling, and other events to increase our visibility.
Who will be responsible for overseeing the completion of this objective:	Discipline faculty collectively.
Provide a timeline for the actions:	Fall semester actions have included tabling and the efforts of the department chair to promote several specialty discipline courses (Asian American History, Native American History, Modern Middle East) through the campus information boards. Contingent based upon college-wide opportunities to promote our discipline at student events. Jump Start in the Spring.
Describe the assessment plan you will use to know if the objective was achieved and effective:	While there is no direct instrument to assess success in raising visibility, faculty will work to elevate the profile of the discipline and promote its appeal to the student body in terms of both course selection and consideration of History as a discipline of study.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	N/A

Goal: Create History of Technology Course (HIST 135) (NEW 2019-20 goal)

Following discussions with STEM faculty, Dr. Crocitti and Dr. Holowicki are developing a course on the history of technology. This is a growing field of historical inquiry and makes direct connections between the history discipline and many aspects of the STEM fields. Taught in a world context, the course will be an overview of technological development from prehistory to the present, with a heavy emphasis on the past three centuries. The course will appeal to History majors, STEM majors, and anyone interested in a focused inquiry into the importance of technological developments on human history.

Action: Develop HIST 135 Course

Describe the actions needed to achieve this objective:	Continued meetings (ongoing) among discipline faculty to develop a new course in the History of Technology. Refine draft course outline and proposal for submission in the fall of 2019. Shepherd the course through the approval process as possible.
Who will be responsible for overseeing the completion of this objective:	The department chair (John Crocitti) and professor Holowicki with extensive input from all full-time members of the History faculty.
Provide a timeline for the actions:	September 2019: first meeting of faculty to discuss proposed course. September-October 2019: Holowicki and Crocitti develop the proposed course on Curricunet. November 2019: Course submitted to CRC for approval. Spring 2020: work with articulation officer and other parties to begin process of articulation and ensure course is approved at all levels. Fall 2021: offer course.
Describe the assessment plan you will use to know if the objective was achieved and effective:	If the course is successfully created and adopted, the goal will be a success.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	N/A

Goal: Create U.S. Environmental History Course (NEW 2019-20)

Develop a course in Environmental History of the United States. Dr. Crocitti and Dr. Cox will develop an environmental history course (there are several such articulated courses at other two-year institutions in California) which will provide a focused study of American environmental history from pre-Columbian Native Americans to the present, focusing on the relationships between humans and nature in a variety of contexts (plants, animals, geography, resource management, industrialization/development, etc.). The course will have appeal to History majors, students in the developing Sustainability field, and all students interested in the history of the United States in an environmental context.

Action: Develop U.S. Environmental History Course

Describe the actions needed to achieve this objective:	Continued meetings (ongoing) among discipline faculty to develop a new course in U.S Environmental History. Refine draft course outline and proposal for submission in the spring of 2020. Shepherd the course through the approval process as possible.
Who will be responsible for overseeing the completion of this objective:	The department chair (John Crocitti) and professor Cox with extensive input from all full-time members of the History faculty.
Provide a timeline for the actions:	February 2020: first meeting of faculty to discuss proposed course. February-March 2020: Cox and Crocitti develop the proposed course on Curricunet. Spring 2020: Course submitted to CRC for approval. Fall 2020: work with articulation officer and other parties to begin process of articulation and ensure course is approved at all levels. Fall 2021: offer course (if all approvals met by this point).
Describe the assessment plan you will use to know if the objective was achieved and effective:	If the course is successfully created and adopted, the goal will be a success.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	N/A

GOAL STATUS REPORT (REQUIRED)

Action Statuses

2018/19

Goal

Goal: Develop HIST 205 course
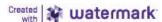Faculty meetings to refine and develop proposed HIST 205 course and move course through the approval process.

Action: Develop HIST 205 course	
Describe the actions needed to achieve this objective:	Continued meetings (ongoing) among discipline faculty to develop a new course in Critical Thinking and Writing in History. Refine draft course outline and proposal for submission in the spring of 2019. Shepherd the course through the approval process as possible.
Who will be responsible for overseeing the completion of this objective:	The department chair (John Crocitti) with extensive input from all full-time members of the History faculty.

Provide a timeline for the actions:	November 2018: first meeting of faculty to discuss changes to the original course outline. Early Spring 2019: meeting/discussions to finalize proposal. Spring 2019: work with articulation officer and other parties to begin process of articulation and develop Curricunet proposal to submit course to campus curriculum committee for approval.
Describe the assessment plan you will use to know if the objective was achieved and effective:	If the course is successfully created and adopted, the goal will be a success.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	N/A

Status for Develop HIST 205 course	
Current Status:	In Progress
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	
If the Current Status was not marked Completed, what are the implications and next steps:	The HIST 205 course has been approved at the CRC, CIC, and other levels and awaits final determinations at the state level and in articulation. We anticipate no significant problems/difficulties on this front and hope to begin offering this course during the 2020-2021 academic year.

Goal: Work to build History enrollments

Work as a program, with counseling, and with other faculty/staff at Mesa College to better promote our courses and boost our course enrollments across the discipline.

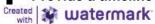| Action: Building History Enrollments	
Describe the actions needed to achieve this objective:	Analyze patterns of student enrollment and success in our courses to refine our course offerings and encourage more robust student enrollment. Work with Counseling and other college staff/administration to further those ends. Promoting our discipline and courses through outreach to students.
Who will be responsible for overseeing the completion of this objective:	Entire discipline.
Provide a timeline for the	Fall 2018: Faculty meeting with Counseling representative to discuss student

actions:	enrollment patterns, student needs, and his perception of and ideas for bolstering enrollment in our courses. Spring 2019: Continued dialog among faculty and with counseling and other parties to continue this process. Presentation by faculty (to be advertised and promoted to the entire campus and in our department and discipline courses) to students interested in learning what history courses and degrees can do for them academically and professionally.
Describe the assessment plan you will use to know if the objective was achieved and effective:	Study patterns of student enrollment to determine efficacy of our current efforts.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	N/A

Status for Building History Enrollments

Current Status:	In Progress
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	
If the Current Status was not marked Completed, what are the implications and next steps:	This will be an ongoing goal for the near future. The reality is that enrollment and course offerings have continued to decline over the past several semesters. One way that the department is working to remedy this is to offer the new courses mentioned in our other goals (HIST 205, HIST 135, U.S. Environmental History) to give students more options and, especially, more options to appeal to non-majors (and non-social science majors more generally) as well. The program will continue to work with counseling and at various campus events to boost the profile of and interest in our discipline.

Goal: Continue to participate in campus-wide outreach events

Continue to elevate the profile of our program (and department) at events such as Jump Start, Majors@Mesa, and related events.

Action: Campus outreach

Describe the actions needed to achieve this objective:	Work to both continue and enhance the profile of our department and discipline on the Mesa College campus. Engage with every opportunity to participate in programs like Jump Start, campus tabling, and other events to increase our visibility.

Who will be responsible for overseeing the completion of this objective:	Discipline faculty collectively.
Provide a timeline for the actions:	Fall semester actions have included tabling and the efforts of the department chair to promote several specialty discipline courses (Asian American History, Native American History, Modern Middle East) through the campus information boards. Contingent based upon college-wide opportunities to promote our discipline at student events. Jump Start in the Spring.
Describe the assessment plan you will use to know if the objective was achieved and effective:	While there is no direct instrument to assess success in raising visibility, faculty will work to elevate the profile of the discipline and promote its appeal to the student body in terms of both course selection and consideration of History as a discipline of study.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	N/A

Status for Campus outreach

Current Status:	In Progress
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	
If the Current Status was not marked Completed, what are the implications and next steps:	As with boosting enrollment, this is a continuing goal to increase the visibility of and interest in the History program and (potentially) the major as well. The department has taken every opportunity to participate in campus events to feature our program and courses and will continue to do so for the foreseeable future.

Goal: Create History of Technology Course (HIST 135) (NEW 2019-20 goal)

Following discussions with STEM faculty, Dr. Crocitti and Dr. Holowicki are developing a course on the history of technology. This is a growing field of historical inquiry and makes direct connections between the history discipline and many aspects of the STEM fields. Taught in a world context, the course will be an overview of technological development from prehistory to the present, with a heavy emphasis on the past three centuries. The course will appeal to History majors, STEM majors, and anyone interested in a focused inquiry into the importance of technological developments on human history.

Action: Develop HIST 135 Course

Describe the actions needed to achieve this objective:	Continued meetings (ongoing) among discipline faculty to develop a new course in the History of Technology. Refine draft course outline and proposal for submission in the fall of 2019. Shepherd the course through the approval process as possible.
Who will be responsible for overseeing the completion of this objective:	The department chair (John Crocitti) and professor Holowicki with extensive input from all full-time members of the History faculty.
Provide a timeline for the actions:	September 2019: first meeting of faculty to discuss proposed course. September-October 2019: Holowicki and Crocitti develop the proposed course on Curricunet. November 2019: Course submitted to CRC for approval. Spring 2020: work with articulation officer and other parties to begin process of articulation and ensure course is approved at all levels. Fall 2021: offer course.
Describe the assessment plan you will use to know if the objective was achieved and effective:	If the course is successfully created and adopted, the goal will be a success.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	N/A

Status for Develop HIST 135 Course

Current Status:	In Progress
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	
If the Current Status was not marked Completed, what are the implications and next steps:	The course has been developed by Professors Holowicki and Crocitti on Curricunet and was approved by the CRC in November 2019. Over the next several months the course will work its way toward full approval. History faculty are also working with the articulation officer to ensure that the course transfers to four-year institutions for our students. We anticipate being able to offer the course in Fall 2021.

Goal: Create U.S. Environmental History Course (NEW 2019-20)
Develop a course in Environmental History of the United States. Dr. Crocitti and Dr. Cox will develop an environmental history course (there are several such articulated courses at other two-year institutions in California) which will provide a focused study of American environmental history from pre-Columbian Native Americans to the present, focusing on the relationships between humans and nature in a variety of contexts (plants, animals, geography, resource

management, industrialization/development, etc.). The course will have appeal to History majors, students in the developing Sustainability field, and all students interested in the history of the United States in an environmental context.

Action: Develop U.S. Environmental History Course	
Describe the actions needed to achieve this objective:	Continued meetings (ongoing) among discipline faculty to develop a new course in U.S Environmental History. Refine draft course outline and proposal for submission in the spring of 2020. Shepherd the course through the approval process as possible.
Who will be responsible for overseeing the completion of this objective:	The department chair (John Crocitti) and professor Cox with extensive input from all full-time members of the History faculty.
Provide a timeline for the actions:	February 2020: first meeting of faculty to discuss proposed course. February-March 2020: Cox and Crocitti develop the proposed course on Curricunet. Spring 2020: Course submitted to CRC for approval. Fall 2020: work with articulation officer and other parties to begin process of articulation and ensure course is approved at all levels. Fall 2021: offer course (if all approvals met by this point).
Describe the assessment plan you will use to know if the objective was achieved and effective:	If the course is successfully created and adopted, the goal will be a success.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	N/A

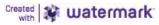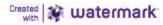| Status for Develop U.S. Environmental History Course	
Current Status:	Not started
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	
If the Current Status was not marked Completed, what are the implications and next steps:	This course has been discussed by History faculty but work will not begin on development until the Spring 2020 semester. Professors Cox and Crocitti will develop the course on Curricunet and plan to have it ready for CRC consideration by late Spring 2020. If all approvals go as planned, the course may be available to offer by the 2021-22 academic year.

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Request Forms

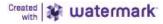**CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST**

Reviewers

LIAISON'S REVIEW

Form: Instructional Program Liaison's Review 2019/20 UPDATE

MANAGER'S REVIEW

Form: Instructional Program Manager's Review 2019/20 UPDATE

Appendix

A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
B. **2019/20 Program Review Instructional Program Analysis Section** (Form)

Form: "2019/20 Program Review Outcomes and Assessment Section"

Created with : Taskstream
Participating Area: History

(REQUIRED) Program name

History

(REQUIRED) Are you on target with your assessment schedule?

We are on target to complete all CLO assessments by Spring 2022. Personal Actions/Civic Responsibility was assessed in the 2018-19 academic year (other than less frequently offered courses which will be assessed in 2019-20). Global Awareness is being assessed in the 2019-2020 academic year. See the attached schedule for discipline/department progress on assessing CLOs.

We are on target to complete all PLO assessments by Spring 2022. Personal Actions/Civic Responsibility was assessed in the 2018-19 academic year. Global Awareness is being assessed in the 2019-2020 academic year. See the attached schedule for discipline/department progress on assessing PLOs.

(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?

All of our assessment data compiled in this six-year cycle have demonstrated that our students have met our stated goal of 70 percent satisfactory-level performance, both by course and in the program-level aggregate. As such, this demonstrates that our students are meeting (often exceeding) the expectations established in meeting the learning outcomes tethered to our courses and program. This highlights the continued success of our faculty (tenured, tenure-line, and adjunct) in meeting the educational needs of our students in reinforcing the key overarching skills required in the learning outcomes.

In the past academic year (2018-19) the outcomes coordinator evaluated the Personal Actions/Civic Responsibility outcome. Overall performance is reflected in the following:

Course	Satisfactory	Unsatisfactory	Percentage Satisfactory
HIST 100	15	0	100.0
HIST 101	7	1	87.5
HIST 105	17	3	85.0
HIST 106	13	1	92.9
HIST 109	23	6	79.3
HIST 110	19	1	95.0
HIST 115A	19	5	79.2
HIST 120	16	4	80.0
HIST 123	31	9	77.5
HIST 141	21	2	91.3

HIST 150	8	0	100.0
HIST 151	19	5	79.2
HIST 154	18	3	85.7
TOTAL	**226**	**40**	**84.96**

Students in History courses are meeting the established performance thresholds by course and overall across courses. As such, no significant changes are anticipated. However, a continuous analysis of trends in our assessments of student performance will continue to ensure that our students continue to exceed the performance standards designed to demonstrate successful achievement of our Program and Course-level outcomes. Performance data are frequently a topic of discussion at faculty meetings (both department and discipline-level), in face-to-face communications between faculty, and through e-mail communications.

(REQUIRED) Based on your assessments, what resource needs have you identified?

While no specific resource needs have emerged from the data collected, it is imperative that (upon lifting the hiring freeze currently imposed on the college) a replacement tenure-track World historian be hired. Unfortunately, one of the two World Historians hired in Spring 2018 opted to resign to pursue other opportunities. This has left the program with a significant deficit in terms of tenure-level faculty to not only teach, but to refine and develop the world history offerings in our program. This issue will only exacerbate upon the impending retirement of the senior World historian (not to mention the looming retirement of the senior U.S. historian as well). As the data have repeatedly shown, having full-time devoted faculty tends to increase student enrollment, involvement, and success in academic programs.

Faculty evaluations, feedback from student evaluations, internal discussions, and anecdotal evidence, complemented by professional literature affirms that, while adjunct instructors carry much of our teaching load and endeavor to provide support for our students, their routines of perpetual motion between colleges and their heavy teaching loads on which they subsist prevent their providing the more comprehensive support that our tenure-line faculty are able to offer, given their extensive time on campus and focus on this college. Improving the ratio of tenure-line faculty to adjunct instructors is crucial to improving student success, persistence, and completion.

Please provide any other comments.
N/A.

Form: "2019/20 Program Review Instructional Program Analysis Section"

Created with : Taskstream
Participating Area: History

Program Name

(REQUIRED) Type your program name.
History

Part A: In this section, please analyze your program in terms of course success metric. Start by disaggregating the available data by race, gender, and any other parameters of interest to your program and answer the following questions.

(REQUIRED) A1. What patterns do you notice with regard to equity in course success at the program level by race/ethnicity?
You may also conduct analysis by course and/or by modality.

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

There are gaps across the board when disaggregated by race/ethnicity. See table below:

Race/Ethnicity	2018-19 Overall Mesa Success Rate	2018-19 History Program Success Rate
African-American	62	58
American Indian	72	67
Asian	80	71
Filipino	73	65
Latinx	68	63
Pacific Islander	69	61
White	77	72

While any gaps are of course concerning, it is notable that the gaps seem to be relatively consistent compared to the college overall regardless of race/ethnicity (including white). Thus, the gaps in performace based on the 2018-19 data compared to the college overall do not reveal alarmingly significant differences to the gaps at the overall college level. Of

course, the overall lower success rates across the board in History courses have been noted by program faculty. Whether this is attribuible to the nature of the discipline (relatively heavy reading requirements, a high degree of written evaluation) in concert with the preparation levels of students to perform these tasks is undergoing continued examination by program faculty.

(REQUIRED) A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?

In comparing the 2018-19 equity gap data to that of the overall trends in the available data set (since Summer 2014), there are some notable differences (please see attached Equity Gap data PDFs from 2018-19 and the five year data).

Race/Ethnicity	2018-19 History Program Success Rates	2014-2019 History Program Success Rates
African-American	58	54
American Indian	67	62
Asian	71	72
Filipino	65	70
Latinx	63	63
Pacific Islander	61	58
White	72	73

The statistically largest groups in the History Program (White, Latinx, Asian) have seen steady success rates projected over the five year data which is consistent with the most recent year data. African-Americans, American Indians, and Pacific Islanders saw some moderate increases in success rates in 2018-19 compared to the five year trends. Filipinos saw a moderate decrease in 2018-19.

(REQUIRED) A3. What factors may have influenced these results? What are your most significant findings?

It is difficult to determine what factors may have contributed to the moderate changes in the success rates over the past five years. It is encouraging that some of the statistically smaller groups in the discipline saw moderate increases in success rates last year compared to the five-year trends, but the raw numbers of students in those categories remain small (American Indians/Pacific Islanders numbered less than 20 each in 2018-19, while African-Americans numbered slightly above 200). The History program continues to examine the data to determine what factors seem to be contributing to student success in our program to uncover which factors/strategies can be developed to improve student success across the board for all of our student groups.

(REQUIRED) A4. How have you/might you alter practices to increase student success and reduce equity gaps?

As mentioned in our program goals, department faculty have been working together and reaching out to counseling and other campus personnel to determine the best ways to bring more students into our courses and retain those students once they have entered our

program courses. Some factors will likely keep student subgroups from enrolling in large numbers in our courses (e.g.: few African-American students take US history courses in the program, opting to take the Black Studies history courses instead). With smaller enrollment numbers, several students either outperforming or underperforming the current statisitical trends can dramatically alter the success rates for the smaller subgroups. This is not to argue that those performance numbers don't matter (they certainly do to department faculty and the students in our courses). History faculty continue to compare strategies and practices to determine which will better serve to ensure higher performance for all students (and especially racial/ethnic subgroups) in History courses. Some of the department's current efforts in developing new courses are also targeted to providing new avenues for student subgroups to engage with our courses and realize higher success rates in the process.

(REQUIRED) A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution?

As noted in the data, the largest subgroups in History department courses are white (1383 graded enrollments in 2018-19) and Latinx (1329 graded enrollments in 2018-19). In terms of raw numbers, the department teaches thousands of Latinx students each academic year. All history courses touch on Hispanic/Latinx history and issues in various ways, whether discussing Spanish/Iberian history, colonization and the development of Latin America, and contemporary Latinx issues in the World and Western Civilization courses, Latinx history in the United States in the U.S. history course sequence, or Latinx-related course content in the Women's history and Native American history courses. The department also offers a History of the Americas course, situating Latin American and U.S. history in a comparative context. The California History course also has extensive Chicano/a Latinx content as well. There are limitations to the program's ability to offer specialized courses in Latinx/Hispanic history, as there would be too much overlap with Chicano Studies to offer specialized courses in these topics.

Additionally, it shoud be noted that the department chair, who is a member of the History program, participates in projects related to equity, serving on two Guided Pathways workgroups (one of them linked to Strong Workforce) and on the Mesa 2030 Task Force (formerly known as the Master Plan Task Force). The projects aim to include equity as a key feature. The consequent cross-campus discussions will help shape equity strategies for the History Program and promote enrollment in the program. The chair's participation continues the strong tradition of history faculty members participating in campus governance.

(REQUIRED) A6. Have you identified resource needs? If yes, please list.
There are no specific resource needs related to this topic which the program has identified. As discussed in the Outcomes/Assessment section, it is critical that a replacement World History professor be hired once the current hiring freeze is lifted. There will also be other needs as the senior World and US historians near retirement.

(REQUIRED) A7. Do any of your program goals address these implications or needs? If not, please develop a new goal that addresses your findings and subsequent reflection.

Yes. All of our current program goals are at least partially meant to address the equity gaps and course performance data from the program. The three course creation goals are meant to produce new courses which will allow diverse students to access our courses in new ways

which will appeal to students who have not traditionally been drawn to the current course offerings. These include the HIST 205 writing course (which will allow instructors to create focused themes in the courses to appeal to diverse student interests), the HIST 135 History of Technology course (to appeal to more STEM and IT-oriented students), and the U.S. Environmental History course (to appeal to Sustainability-oriented students).

In addition, ongoing efforts to attract more students to History courses and to raise the awareness of the courses we have to offer have had a significant focus on attracting a more diverse student body to our courses by demonstrating that History courses are inclusive of the diversity of the historical experience, not simply focused on "rich white men" and their lives, which often seems to be the assumption about what History courses entail by many of our students (and the general public). The program has been a presence at the Majors@Mesa and JumpStart events and will continue to highlight the benefits of the program to students at these and other events.

Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.

(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?

It is too early to determine if program outreach efforts have yielded any significant increase in student representation and success in closing the equity gaps. The History program has been working to table and advertise to, again, dispel some misconceptions students have about what peoples/topics/experiences history courses examine. History faculty will continue to reach out to students to demonstrate that our courses are meant for all students, and engage in topics that reflect the diversity of the human experience and will connect to all students, regardless of race/ethnicity/religion/academic background/etc.