

# Program Review 2021-2022

## History

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# General Information (Program Review 2021-2022)

## 2021/22 Program Review

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### 2021/22 PROGRAM REVIEW FORM

**Form:** 2021/2022 Program Review (See appendix)

## Reference Section

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**MESA2030 COMPREHENSIVE MASTER PLAN**

**ROADMAP TO MESA2030: STRATEGIC PLAN 2021-2026**

**MESA DATA DASHBOARDS**

# Requests Forms

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REQUEST PORTAL

# Appendix

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## A. 2021/2022 Program Review (Form)

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# Form: "2021/2022 Program Review"

Created with : Taskstream

Participating Area: History

## 2021/2022 Program Review

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### **(REQUIRED) Name of Lead Writer and Manager/Service Area Supervisor**

Lead Writer: Michael L. Cox, Associate Professor of History, Department of Social Sciences

Manager: Pearl Ly, Dean, Social/Behavioral Sciences and Multicultural Studies

### **(REQUIRED) In what ways (if any) did changes to an online/remote modality due to COVID-19 impact student success and equity in your area/program? Please provide evidence.**

In anecdotal and experiential terms, the changes to an exclusively remote modality have had a negative impact on many students in History courses. Faculty note many examples of the following:

Students who desire online modalities traditionally choose that method of course instruction, are comfortable with that modality, and perform generally better in those courses. For those students who desire (and learn better in) face-to-face formats, they have been forced to choose either synchronous (or partially synchronous) Zoom-based courses or to take fully online courses. Students consistently report Zoom burnout. Many face-to-face students avoid distance courses specifically to get off of devices and into a classroom environment. No matter the skill of the instructor, a Zoom room cannot simulate a live classroom experience.

Faculty note how difficult (impossible in some cases) it is to offer the diverse, hands-on, creative types of assessments and collaborations that typically occur in the classroom. Faculty have adapted to the formats available, but many students crave (and need in some cases) the types of interactions and assessments that can only fully be enacted in live classrooms.

Another impact is the student's ability to truly have meaningful interactions with each other, and with the instructor. Instructors cannot efficiently "read" a 30 plus person Zoom room for immediate interaction. Use of the Zoom chat function is both slow and prone to misinterpretation of questions/comments, necessitating more time in "figuring out" what the commenter is attempting to say. Having open audio discussions with 30+ students often results in chaos.



Multiple faculty report that more students have been confessing their struggles with mental health during the pandemic. Students report a variety of problems related to feelings of isolation, fear, disengagement with their courses and the outside world, and mental fatigue. Faculty have accordingly made a number of referrals to campus mental health services as a result.

The most obvious impact has been the decline in enrollment. This trend was already evident before March 2020, but COVID worsened the decline. We significantly increased the proportion of online asynchronous sections in courses with multiple sections (HIST 100,101, 109, 110) since they draw more students, although even some of them struggled and were canceled. Anecdotally, several former students have reported that they prefer to "wait out" the campus closure until classes are fully live, or have shifted to other colleges/universities who are offering History courses in in-person formats. In the Spring 2022, the discipline will offer only face-to-face or fully online modalities, which will help determine whether enrollment trends change.

In terms of data, equity gap numbers generally support the anecdotal and qualitative evidence from instructors and students.

Subgroup	FA 19 Equity Gap (enrollment)	FA 20 Equity Gap (enrollment)	SP 21 Equity Gap (enrollment)
African-American	-10% (74)	-20% (76)	-19% (63)
Asian	+6% (149)	+5% (140)	+11% (181)
Filipino	+2% (73)	+9% (67)	+9% (53)
Latinx	-10% (601)	-14% (562)	-14% (495)
Native American	-6% (10)	NA	NA
Pacific Islander	+14% (10)	NA	NA
White	+10% (550)	+12% (526)	+9% (498)
Multi-Ethnicity	-2% (136)	+8% (126)	+7% (115)

Data were selected from the last 'normal' semester (Fall 2019) and the past two COVID regular semesters (Fall 2020, Spring 2021). As this table indicates, the success equity gaps show uneven impacts, but for the two groups with the largest equity gaps (African American and Latinx) in the last Fall semester before the pandemic, notable widening of the gaps occurred in the first Fall semester of the pandemic and continued into Spring 21. Enrollments of smaller subgroups (Pacific Islander and Native American) fell off enough by Fall 2020 that they did not yield statistically significant results to be evaluated. As the faculty who teaches the Native American History

sequence, this writer can attest to a noted decline in Native American student enrollment in these classes with the shift to online and distance modalities. Enrollment for all subgroups (excepting Asian) has declined notably since the beginning of the pandemic.

Note: In terms of gender gaps, DSPS gaps, and other predictors, including course delivery method, there has not been an appreciable change in equity gaps for those subgroups comparing pre-COVID and COVID semesters.

Course Success Rates (both overall and disaggregated) and Retention Rates (both overall and disaggregated) do not demonstrate significant changes between pre-COVID and COVID semesters.

**(REQUIRED) What practices has your area/program implemented since the last program review cycle that you would like to improve/continue? Identify impacts on student success and equity.**

One major initiative that our discipline continues to explore are ways in which we can relate our courses to other programs. The first offering of HIST 135 (History of Technology) will occur in Spring 2022. The course is designed to both complement and appeal to those students majoring in STEM fields (Computer Science being one particular example), as well as bolstering the offerings for majors in History and other interested students. A course in U.S. Environmental History will go through the curriculum process beginning this spring and should connect as an elective with the interdisciplinary Sustainability degree, as well as appealing to students interested in environmental issues broadly. HIST 141-142 (Women in U.S. History) are thriving as part of the Women's Studies program. The senior historian has also worked to develop a Latin American Studies AA, which would both bolster enrollment in HIST 131-132 (History of the Americas) as well as providing a degree program that is commonly available at many two and four-year institutions in the state. Discipline faculty will also continue looking into other ways in which our existing courses, as well as possible new courses, will connect to other programs and, most importantly, student desires and interests. Discipline faculty have also been actively involved in initiatives to bring more Social Justice studies focus to the campus. A conference was held Fall 2021 semester with faculty from across Social Sciences. The discipline and department more broadly will continue to develop Social Justice-focused events and curriculum.

Many of the outreach efforts within the discipline to both persuade more students to consider History as a major and to bring more students to courses for general education purposes have been hindered by COVID.

Students anecdotally note that they are overwhelmed by emailed notifications of Zoom meetings, lectures, etc. Outreach in any form to majors is further hindered by the fact that the identities of majors are not available to faculty. Faculty only know our majors when students self-identify as majors in class or office hours. This severely inhibits the ability of the discipline to make meaningful connections to local four-year institutions to help majors prepare for transfer. These opportunities exist (UCSD recently requested such an event), but are difficult to implement for students other than by "word of mouth" to students enrolled currently in History courses. Face-to-face outreach, both in classrooms and on campus, have proven more effective for implementing best practices in the discipline. Faculty look forward to a return to live courses and events to better serve students who wish for these types of interactions.

The impacts that current initiatives have had on student success and equity are unclear, mainly because many initiatives have been hindered by campus closure or are in the earliest stages. It will take at least two years to have useful data on the impacts of new courses (HIST 135, HIST 205, etc.) and student success rates in those courses. Anecdotally, many students have expressed a desire for more courses focused on social justice, environmentalism, under represented groups, etc. As more courses are developed or adapted, the impact on success and equity will become clearer.

**(REQUIRED) What practices has your area/program implemented since the last program review cycle that you would like to change/discontinue? Identify impacts on student success and equity.**

There is not currently a practice or initiative that the discipline had before the COVID pandemic that will be discontinued or substantially changed in the next academic year. Discipline plans for more outreach to students, work to boost student enrollment and success in History courses, a continued focus and ongoing evaluation of policies and practices which best serve student success and equity goals, and the continuing effort to create courses (or adapt existing courses) to best serve student, discipline, and college needs and goals will continue. All ongoing practices are oriented to increase student success in History courses and to close equity gaps that currently exist in the discipline.

**(REQUIRED) What college-wide practices implemented since the last program review cycle have affected your area/program positively or negatively? Identify impacts on student success and equity.**

Echoing some of the information in the first question, the campus shutdown due to COVID and prolonged shift to distance forms of education have had a deleterious impact on the History discipline. While statewide policies necessitated many of the actions of the college/district, it is unquestionable that the past 18 months have negatively impacted our courses and students. Enrollments, already declining before the pandemic, were only exacerbated by the change in course delivery. Issues of Internet access, hardware (computers/laptops/devices), and comfort level with distance modalities disproportionately impact students from low-income households, students with housing and food insecurity, and students from under represented racial/ethnic groups. As such, equity gaps present before the pandemic were exacerbated by the campus shutdown and shift to online/distance only structures.

Guided Pathways is still in the (latter stages) of development, so any impacts on the discipline have yet to emerge. Department faculty have been involved with the Pathways process (as well as Mesa 2030), and faculty have worked to ensure that the form of the pathways guidelines best fit the discipline and serve students in the discipline, as well as those taking History courses for general education credits. Clear pathways have the potential to both foster student success and to close equity gaps if implemented wisely, and if students have proper education/exposure to the utility of good pathway structures. Discipline faculty hope that this initiative will have positive impacts on both success rates and equity achievement.