Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Instructional Program - History (HIST)

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
Discipline faculty have continued to work to improve instruction, student enrollment/retention, and to contribute to the function of Mesa College as a whole. Discipline faculty serve on many of the major committees on campus and are heavily involved in several aspects of equity and student success initiatives on campus. Program faculty have rallied to address the needs of students through the COVID years and to continue to develop, revise, and deliver quality discipline courses to students in various modalities to both serve the mission of the two-year college and the specific vision of Mesa College. Challenges are multitudinous and not unique to this discipline. Weathering the transitions to, and out of, COVID protocols has had an overall damaging effect to the discipline. While faculty have worked to adapt courses to serve student needs through these transitions, the reality is that there are far fewer students in the past three years. As is true generally, enrollment has declined substantially over the past few years. The return to on-campus course offerings has been quite uneven. Even with a limited palette of live courses compared to pre-COVID numbers, enrollments have been soft overall. Anecdotally, student persistence and attendance in live courses has been noticeably poorer than in the pre-COVID classroom. Many classrooms sit empty for substantial portions of the day due to far fewer live courses in the discipline, department, school, and college overall. Online enrollment remains fairly strong, but challenges also have emerged in that modality (false enrollments, student retention patterns, etc.).

If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.
No major changes to curriculum in the past cycle.

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.
No notable changes.

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.
Reviewed & Accurate

Related Documents for Charts and Graphs

Executive Summary Complete
Yes

Data Reflection

Trends observed in program/service area's data.
Enrollment:
Looking at the data for the History discipline over the past four years, the following data emerge. Measuring per four terms (Summer, Fall, Intersession, Spring) each year, the following represents History enrollment data: 19/20: 3895; 20/21: 3552; 21/22: 3116; 22/23: 3454. Decline during the COVID period emerges, with a bit of a rebound during the past year, though not to pre-pandemic levels.

Course Success Rates:
Success rate data over the past three available years reflects a variable trending. In the 19/20 year, History courses saw a 68% success rate. For 20/21, the success rate increased to 71%. During the 21/22 year, the success rate dipped to 67%. The Mesa success rates over this span were 73%, 75%, and 73% respectively. While lower than the college success rates, the discipline data follows a similar variable trend to the overall college rate.

Course Retention Rates:
The Mesa retention rate averages for the three years were: 19/20: 84%; 20/21: 88%; 21/22: 87%. For the discipline, the numbers were identical each year to the college average: 19/20: 84%; 20/21: 88%; 21/22: 87%.

Summary and Reflection

Program GPA:
Over the three-year data window analyzed, the GPA for the History discipline was as follows: 19/20: 2.77; 20/21: 2.82; 21/22: 2.72. Comparatively, the Mesa overall GPAs were as follows: 19/20: 2.98; 20/21: 2.99; 21/22: 2.94. Again, the variability in these data follow a similar pattern at the discipline level compared to the college level.

Program Learning Outcomes:
The most recent data available for measuring program learning outcomes come from the 2021-22 academic year, when the following were measured: Personal Action and Civic Responsibilities (measured across three courses), Global Awareness (measured across three courses), Communication (one course), and Critical Thinking (one course). The school target is a 70% Satisfactory rate minimum, with 75% and above being ideal. All measures exceeded the target as follows: Personal Action and Civic Responsibilities (93%); Global Awareness (89%); Communication (87%); and Critical Thinking (87%).

Awards:
Over the past three measurable academic years, a total of 72 degrees have been awarded in the discipline. Of that number, 58 degrees were Associate of Arts for Transfer degrees, 12 Associate of Arts Degrees, and two (2) Liberal Arts and Sciences, Social and Behavioral Sciences History degrees. The yearly breakdown is as follows: 19/20: 29 (25 AA-T, 4 AA); 20/21: 19 (14 AA-T, 5 AA); 21/22: 24 (19 AA-T, 5 AA).

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)
By viewing the History discipline data using the Equity Gap Analysis tool in the Data Dashboard, several trends emerge. Retention rates in History courses for Black (83.8%), Latinx (84.0%), and Native American (72.7% for 33 total students) students lag behind those for other subgroups, though are not far from the overall retention rate (86.3%). Success rates for the same three racial/ethnic groups reflect larger gaps compared to the overall success rate of 68.5% (Black 52.6%, Latinx 62.9%, Native American 51.5%). The overall calculation of the equity gap data reveals that Black students have a -6.7% gap, Latinx a -8.6% gap, and Native American students a -7.0% gap in History courses using the past three years student data. A focus on only the past four academic terms (Summer 21, Fall 21, Intersession 22, Spring 22) reveal related short-term trends. The equity gap for Black students was much larger in this short-term period (-19.0%), but it is fair to note that the student number was comparatively small to other groups. Native American enrollment in this period was too small to yield viable data. The Latinx gap actually shrank (-4.2%) compared to the three-year trend.

In terms of Age, equity gaps only proved disproportionate for one age group (18-24) over the three-year timespan, with a -3.6% equity gap. Other groups (especially under 18 and the 40-49 range) had highly positive equity gap numbers.

When looking at trends by DSPS status, DSPS recipients reflected a positive equity gap (4.9%), while non DSPS students had a -4.9% equity gap.

First generation students over the three-year span had a negative equity gap (-11.6%). Equity gaps by gender were negligible statistically, though students identifying as non-binary did have a -15.2 gap (based on 15 students over three years).

In terms of students earning degrees in the discipline, negative gaps over the past three years exist in terms of age (-12.4% 18-24; -1.2% 25-29), gender (-14.1% Female); and ethnicity (-6.8% Asian/Pacific Islander, -1.6% Native American, -.0.8 Filipino, -3.3% Latinx). These gaps generally mirror those for the discipline nationally.

Related Documents for Charts and Graphs

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.
The Social Science Outcomes Coordinator held a discussion of Outcomes before our department meeting. During that discussion, data were presented for each outcome and broken down by course number/description. Students are meeting (and often exceeding) expectations established for learning outcomes. Ongoing discussion about the appropriateness of learning outcomes and target data points ensued, with the decision to retain current outcomes targets for the next measurement cycle.

Data Reflection Complete
Yes

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.
We have undertaken a number of initiatives as History discipline faculty over the past few years to address equity gaps. Discipline faculty have all engaged in a variety of trainings, workshops, curricular revision discussions, and other initiatives designed to both identify and work to remedy equity gaps rooted in the intersections of race, ethnicity, gender, disability status, income, and other factors that impact our student body, particularly students who are impacted by multiple equity gap factors. All faculty work to consistently evaluate both instruction and assessment approaches to address the various needs of our students, as well as to reflect Mesa's commitment to equity and accessibility for all students.
In future semesters, a detailed analysis of equity gap data will be central to discipline discussions of solutions for closing (and then eliminating) equity gaps, focusing on discussions of curriculum, assessment methods, planning for development of future courses, and further engagement with student outreach. Discipline faculty have been active for years in outreach efforts on campus (tabling, Mesa Cruise, advertising courses on campus through digital boards, flyers, etc.) and will continue to engage in these efforts to connect to the diverse body of students on our campus.

What other factors (internal or external) might also impact the above data trends and equity gaps?
As in any public-serving institution, changes (and proposed changes) in legislation, decisions made at the statewide level for both community colleges and the four-year systems we feed into, and, to put it bluntly, the availability of students who choose to enroll are all factors that impact the data trends and existing equity gaps. As the data show, certain student populations (for example Black and Native American student groups) enroll in very low numbers in our courses. A multitude of factors impact these trends (overall low student numbers, student choice to enroll in other disciplines that address the same transfer requirements, etc.). Much of this is beyond the purview or influence of discipline faculty. Recent legislative changes (such as the creation of the Area F designation) will undoubtedly have some impact on future enrollments in the discipline as some students gravitate to courses offered in other disciplines to fulfill the new requirement. Additionally, the History discipline has lost multiple veteran full-time faculty in the past five years, with most positions going unreplaced. This had hampered the ability of full-time faculty to more fully address some of the data trends. Additionally, due to scaling back of course offerings, several energetic and highly-regarded adjunct faculty members have departed due to lack of available courses.

Related Documents for Charts and Graphs

Practice Reflection Complete
Yes

Mid-Cycle Updates

YEAR 2 Updates (2023 - 2024)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.
No edits of note. Not enough time has elapsed since prior cycle to compile usable data to compare to prior semesters. Anecdotally, student presence on campus seems stronger than the past few semesters.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.
Enrollment: As Fall 23 semester is still ongoing, there is not a method to compare enrollment data to prior academic terms (enrollment is still actively calculated and changing day-to-day, so no final data on enrollment is yet available).
Course Success Rates: 22/23 data in the discipline indicates a bounce-back to 71%. The overall Mesa success rate increased to 75%. History success rates for 22/23 therefore came closer to the college average compared to prior year statistics.
Course Retention Rates: 22/23 saw the college retention rate increase to 88%. For the History discipline, the 22/23 retention rate held at 87%.
Program GPA: The History discipline saw a notable increase in the 22/23 GPA (2.86). The prior year GPA was 2.71. The overall college GPA increased slightly to 2.96. As with success rates, the History discipline GPA gap therefore closed compared to the 21/22 academic year.
Program Learning Outcomes data is being compiled presently. Data for the 23/24 cycle will be added in the program review process for the 24/25 update to this report.
Awards: 22/23: 20 degrees awarded (17 AA-T, 3 AA)

Equity Gaps:

Summary and Reflection

Retention rates for the most recent four semester cycle (SU22-SP23) indicate that Black (83.5%) and Latinx (86.9%) students in History courses have statistical gaps, though the Latinx gap in History is slightly better than the college average for Latinx students (86.8%). The same two subgroups show gaps in Success rates (55.9% and 67.0% respectively). The overall campus success rate stood at 74.6% during this academic year. The overall equity gap calculation reveals that Black (-16.0%) and Latinx (-6.0%) students in History courses continue to have notable equity gaps. Compared to the previous academic year data, the Black student gap closed slightly while the Latinx gap increased slightly.

Age gap data indicates positive equity data for students under 30. However, equity gaps for the 30-39 age group (-9.7%); 40-49 age group (-14.1%); and 50 plus (-24.2%) exist in the discipline. This is a notable shift, as older demographics have previously shown minimal or positive equity gaps. One possibility is the increased percentage of online courses requiring more older students to take online formats, though more data will be needed to make any determinations.

DSPS status continued to show a positive equity gap (3.0%) for DSPS recipients and a negative gap (-3.0%) for non-DSPS recipients. Both numbers have retreated toward equilibrium compared to prior long-term data.

The first-generation student equity gap increased compared to the prior report slightly (-15.0%). Equity gaps continued to be negligible based on gender identity.

In terms of students earning History degrees in the 22/23 academic year, negative gaps continued in terms of females (-21%) and Latinx (-19.0). The only equity negative age group for this year was 30-39 (-8.0%). However, keeping in mind the relatively small sample size, not much can be made of this single year data.

Discussion of these issues among discipline faculty and more broadly in the Social Sciences department continue to focus on methods of closing and eventually eliminating equity gaps.

Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.

As the prior program review happened only a few working months ago, the discussion in this area has not evolved significantly as of this report. The same topics raised continue to be under consideration. No substantial updates.

YEAR 3 Updates (2024 - 2025)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.

Update to Successes and Challenges (24-25): The campus has seen some increased student activity and presence for the Fall term, and live discipline courses seem to be enrolling well. Performance and future trends in terms of live courses will be evaluated in coming cycles once data are available.

Update to Impact of New Resources on Unit (24-25): While there has been no change to the discipline faculty since the last report, there has been a transition in terms of leadership. Dean Pearl Ly departed Mesa over the summer, leading to the transition to acting Dean Linda Hensley. While the change has not had a notable impact on discipline operations, the presumptive hiring of a new permanent Dean in Spring 2025 likely will have some impact.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.

Discipline faculty, led by the DOC, engaged in an extensive discussion of learning outcomes results during the department meeting held in August 2024. In this meeting, data were analyzed and considered regarding PLO/CLO goals and student success rates. As discussed in the next section, students are highly successful in meeting PLO/CLO benchmarks as established by the discipline faculty. As always happens at each meeting, discussion was held to ensure that CLOs are appropriate, and that methods to collect data on student success in meeting CLOs continue to be appropriate and meaningful. The decision was made to maintain current CLOs and Benchmarks, as well as to continue to utilize the same data collection methods in use the prior cycle, as the data collected seems reflective of discipline goals.

Enrollment: Measuring across the four 23/24 terms (Summer 23, Fall 23, Intersession 24, Spring 24), History enrollment stood at 3,956. an increase of over 500 students from the 22/23AY. This also exceeds the enrollment number pre-COVID in the discipline and is the highest available in the dashboard (since 2019). This also mirrors the increase in student enrollment overall at Mesa as recovery from the pandemic continues in an upward trend.

Course Success Rates: 70% for 23/24. This is a slight drop from the 71% the previous AY, but negligible, and still above the seven-year grand total reflected in the data dashboard. The overall Mesa success rate stood at 76% for 23/24.

Course Retention Rates: The discipline retention rate increased slightly to 88% for the 23/24 AY. Mesa had a 90% overall retention rate for 23/24.

Program GPA: College GPA stood at 2.95 for the 23/24 AY. For the discipline, the GPA dropped to 2.79, down from 2.86 the

prior year. This still stands above the overall seven-year GPA average in the discipline (2.74).
Program Learning Outcomes: This is discussed more fully in the next section, but PLOs for the discipline indicate high degrees of student attainment of established benchmarks. Current data indicates PLO #1: Critical Thinking, at an 89.4% student success rate, PLO #2: Communication, at an 89.8% success rate, PLO #3: Personal Actions and Civic Responsibility, at a 92.0% success rate, and PLO #4: Global Awareness, at a 92.0% success rate.
Awards: A total of 16 degrees were awarded in the 23/24 (14 AA-T, 2 AA), down slightly from the 22/23 AY.

Equity Gaps:
Retention rates for the most recent four semester cycle (SU23-SP24) indicate mostly negligible differences based on race/ethnicity, with only Native American (85.7%) and Latinx (86.7%) falling below the overall discipline retention rate (88.3%). Success rates, however, continue to show negative equity gaps for Black (-7.7%, or a 62.8% success rate), Latinx (-7.5%, or a 65.4% success rate), and Pacific Islander/Native Hawaiian (-29.0%, or a 41.2% success rate). It should be noted that the population for the last group is a very small sample size (17). The Black student success rate improved notably this cycle (62.8%, up from 55.9% in 22/23), while the Latinx student success rate declined slightly (65.4%, down from 67.0% in 22/23). Therefore, the Black student equity gap closed substantially compared to the prior academic year, while the Latinx gap increased at a smaller, but notable, rate.
Age gap data indicates a highly positive gap for those under 18 (mostly students enrolled in courses based in local high schools taught by discipline faculty). The only negative equity gap by age was the 40-49 age group (-10.5%). Age equity gap data trended positively overall this AY, with the prior year gaps in the 30-39 and 50 plus age groups essentially closed compared to 22/23.
DSPS status continues the trend of a positive equity gap, though it grew substantially (10.4%, up from 3.0% the prior year). This shows a growing disparity between those receiving DSPS services and those who do not. Future trends will be analyzed carefully regarding this metric.
The first-generation student equity gap stood at -3.1% for 23/24, down significantly from the prior year analysis. Gender identity gaps continue to be negligible, though a small negative gap emerges for Males (-3.9%).
In terms of students earning History degrees in 23/24, the dashboard does not display equity gap data (perhaps because the number of degrees is below 20), so comparison to prior year data is not possible.

Discussion of these issues among discipline faculty and more broadly in the Social Sciences department continue to focus on methods of closing and eventually eliminating equity gaps.

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.
Discipline is in the midst of collecting data for PLO/CLO goal attainment for all courses and outcomes. Data collection is proceeding on schedule and will be completed well within the established timelines. Data collection for 23-24 successfully completed and procession to 24-25 data collection initiated.
In reviewing the "CLO to PLO Success Data" section, the discipline is exceeding established criteria to measure student success across courses throughout the discipline. Current data indicates PLO #1: Critical Thinking, at an 89.4% student success rate, PLO #2: Communication, at an 89.8% success rate, PLO #3: Personal Actions and Civic Responsibility, at a 92.0% success rate, and PLO #4: Global Awareness, at a 92.0% success rate. All told, students in the discipline are succeeding in attaining CLO/PLO benchmarks at a highly successful rate.
These data connect to our Unit Goals and Action Plans in a variety of ways.
Unit Goal #1: increasing student success rates. As students succeed in attaining PLO goals in increasing rates (nearly 90% per current data), this will (hopefully) reflect increased course success rates as well. While not directly corollary, student achievement of CLO benchmarks is indicative of student capability to successfully attain overall course goals as well. Retaining students and encouraging them to view successes in attaining CLO benchmark goals as a stepping stone to successful completion of overall courses with passing grades is a key area to be developed and emphasized toward meeting Unit Goal #1. One of the Unit Action Plans, which calls upon faculty to evaluate course design, assessment, and program goals with an intentionality to increase student success and attainment of educational goals, is certainly influenced by success rates on PLO/CLO attainment, as well as measures of student success in terms of completing courses successfully. Discipline faculty are continually assessing these data to determine the best methods moving forward to ensure increased student success rates and to reach equity goals as well.
Unit Goal #2: Connections are less clear here, as the only available CLO/PLO data rests on students who have enrolled in courses, rather than those who MIGHT enroll in courses offered that may better meet their needs, whether in terms of course content, course availability (days/times, formats, etc.).

Summary and Reflection

Unit Goal #3: Again, connections are less clear between CLO/PLO data and this unit goal. High success rates may be indicative of student success in accessing course materials, though that does not determine correlation between affordability and student success. Without a clear availability of data sets delineating between those courses with low/no costs and those with costs for comparison, it would be difficult to determine any possible connections. Even then, variance in format, specific courses, and even instructors will also play a role in success rates, regardless of affordability.
Discipline faculty have opted not to submit any Resource Needs for this cycle, so they are not relevant at this time.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.
Describe Current Practices section (24-25): Discipline faculty continue to engage in various approaches to close equity gaps and to ensure that students have both access and success in our courses. Many of the aforementioned activities continue during this update period, with discipline faculty engaged in various aspects of student success and equity, with ongoing analysis of gap data to determine the best course forward to ensure equity across student demographics.
Other Factors (24-25): As noted in the initial section, continued changes at the state level to curriculum will undoubtedly impact discipline courses in years to come. The transition to CALGETC (merged transfer streams for CSUs and UCs) may result in the ultimate alteration or outright elimination of the CSU American Institutions requirement. This would almost certainly reduce enrollment in HIST 109 and 110, as well as the possibility of reduced enrollment in other courses that meet the AI requirements (HIST 123, HIST 150/151, for instance). Additionally, the incorporation of Area F into the district-level degrees is highly duplicative of the current multicultural requirement. Discussions are ongoing at the district level about the future of the local degrees, so at this time there is no concrete policy or plan in place. As with any outside changes, the discipline faculty will adjust to meet the needs of Mesa students and will deliver quality course content, but as many discipline courses are built to serve transfer requirements, alterations in these requirements will certainly alter the landscape for future course offerings. Discipline faculty continue to consider both alterations to existing courses and introduction of new courses to meet changing student needs.

YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.
Update to Successes and Challenges (25-26): Following upon the noted trend in Year 3, enrollment (both online and particularly live) continues to uptick. Student attendance patterns in the past few semesters also indicates (anecdotally) more persistence and consistent attendance. Students seem to be reacclimating to the live environment, and growing numbers of students indicate that they are seeking out live courses as well. In the comprehensive review slated for next year, overall trends should be emergent in the data and are likely to support the anecdotal observed trends.
Update to Impact of New Resources on Unit (25-26): While there has been no change to the discipline faculty since the last report, there has been yet another transition in terms of leadership. Last year saw the discipline overseen by acting Dean Linda Hensley. Beginning this summer, Dean Dina Miyoshi assumed the permanent Dean duties for SBSMC. Dean Miyoshi's familiarity with and service in the school has allowed a smooth transition and should provide for more stability than has been the case for several years. One upcoming discipline note: John Crocitti, the senior historian who has served at Mesa nearly 25 years, will be retiring at the end of the 25-26 academic year. This represents a significant loss to the discipline and has prompted the request to hire replacement tenure-line faculty.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.
Discipline faculty, led by the DOC, engaged in an extensive discussion of learning outcomes results during the department meeting held in August 2025. In this meeting, data were analyzed and considered regarding PLO/CLO goals and student success rates. A spirited discussion of both our measurement criteria and student performance ensued among discipline and school faculty, both tenure-line and adjunct. As discussed in the next section, students continue to be highly successful in meeting PLO/CLO benchmarks as established by the discipline faculty. As always happens at each meeting, discussion was held to ensure that CLOs are appropriate, and that methods to collect data on student success in meeting CLOs continue to be appropriate and meaningful. The decision was made to maintain current CLOs and Benchmarks, as well as to continue to utilize the same data collection methods in use the prior cycle, as the data collected seems reflective of discipline goals.

Enrollment: Measuring across the four 24/25 terms (Summer 24, Fall 24, Intersession 25, Spring 25), History headcount stood at 3,668, slightly down from the 23/24 AY. While a slight decline, a small reduction in course offerings means that fill rates/enrollment per class remains steady and is slightly increasing.
Course Success Rates: 67% for 24/25. This is a drop from the 70% the previous AY and has dipped below the overall rate from 2019-present (69.1%). The overall Mesa success rate stood at 76.3% for 24/25.
Course Retention Rates: The discipline completion rate increased slightly to 88.2% for the 24/25 AY. Mesa had a 90.2% overall retention rate for 24/25.
Program GPA: College GPA stood at 2.97 for the 24/25 AY. For the discipline, the GPA dropped to 2.63, down from 2.78 the

prior year. This stands as the lowest GPA in the discipline since 2019/2020. This will be closely monitored to determine if this is a trend or a singular data anomaly.
Program Learning Outcomes: This is discussed more fully in the next section, but PLOs for the discipline indicate high degrees of student attainment of established benchmarks. Current data indicates PLO #1: Critical Thinking, at an 89.4% student success rate, PLO #2: Communication, at an 89.8% success rate, PLO #3: Personal Actions and Civic Responsibility, at a 92.0% success rate, and PLO #4: Global Awareness, at a 92.0% success rate.
Awards: A total of 23 degrees were awarded in the 24/25 (17 AA-T, 6 AA), well up from the 23/24AY.

Equity Gaps:
Retention rates for the most recent four semester cycle (SU24-SP25) indicate mostly negligible differences based on race/ethnicity, with Native American (80.0%) and Black (84.2%) and White (86.7%) falling below the overall discipline retention rate (88.2%). Success rates, however, continue to show negative equity gaps for Black (-17.0%, or a 51.0% success rate), White (-1.5%, or a 66.0% success rate), Latine (-0.1%, or a 66.9% success rate), and Pacific Islander/Native Hawaiian (-30.8%, or a 36.4% success rate). It should be noted that the population for the last group is a very small sample size (22). The Black student success rate declined after a slight improvement last academic year, while the Latinx student success rate increased to virtual parody with the overall success rate (only a 0.1% difference). The comprehensive review next year will provide opportunity to evaluate these gap trends over multiple years to determine correlation/causation patterns.
Age gap data indicates a highly positive gap for those under 18 (mostly students enrolled in courses based in local high schools taught by discipline faculty) and those in the 18-24 age range. All age groups 25 and over reflected negative equity gaps related to course success rates, most especially ages 50 and up (-37.3% equity gap).
DSPS status continues the trend of a positive (and growing) equity gap, though it grew substantially (11.9%, up from 1.5% the prior year). This shows a growing disparity between those receiving DSPS services and those who do not. Future trends will be analyzed carefully regarding this metric.
The first-generation student equity gap stood at -8.5% for 24/25, bouncing back up after a reduction the past academic year.
Gender identity gaps continue to be negligible, though a small negative gap emerges for Males (-3.6%). Though a relatively low student count, the students who identify as non-binary (pop. 36) showed a large equity gap (-28.4%). This number will be carefully monitored and evaluated.

Discussion of these issues among discipline faculty and more broadly in the Social Sciences department continue to focus on methods of closing and eventually eliminating equity gaps.

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.
Discipline has effectively completed collection of PLO/CLO data for this cycle. Only two CLO's in a single course (HIST 120) are still being collected.
In reviewing the "CLO to PLO Success Data" section, the discipline is exceeding established criteria to measure student success across courses throughout the discipline. Overall student success rates at meeting the benchmarks across all courses/outcomes stands at 88.4%. Every CLO across all History courses indicates students meeting/exceeding the benchmarks established by discipline faculty. All told, students in the discipline are succeeding in attaining CLO/PLO benchmarks at a highly successful rate.
These data connect to our Unit Goals and Action Plans in a variety of ways.
Unit Goal #1: increasing student success rates. As students succeed in attaining PLO goals in increasing rates (nearly 90% per current data), this will (hopefully) reflect increased course success rates as well. While not directly corollary, student achievement of CLO benchmarks is indicative of student capability to successfully attain overall course goals as well. Retaining students and encouraging them to view successes in attaining CLO benchmark goals as a stepping stone to successful completion of overall courses with passing grades is a key area to be developed and emphasized toward meeting Unit Goal #1. One of the Unit Action Plans, which calls upon faculty to evaluate course design, assessment, and program goals with an intentionality to increase student success and attainment of educational goals, is certainly influenced by success rates on PLO/CLO attainment, as well as measures of student success in terms of completing courses successfully. Discipline faculty are continually assessing these data to determine the best methods moving forward to ensure increased student success rates and to reach equity goals as well. One effort by faculty currently underway is to shift course offerings back toward a more balanced in person/online modality. The predominate shift to online courses necessitated by COVID and its aftermath have had, anecdotally, negative impacts on student success and retention rates. Comparison of modality data will influence further discussions of future course offerings.
Unit Goal #2: Connections are less clear here, as the only available CLO/PLO data rests on students who have enrolled in

courses, rather than those who MIGHT enroll in courses offered that may better meet their needs, whether in terms of course content, course availability (days/times, formats, etc.).
Unit Goal #3: Again, connections are less clear between CLO/PLO data and this unit goal. High success rates may be indicative of student success in accessing course materials, though that does not determine correlation between affordability and student success. Without a clear availability of data sets delineating between those courses with low/no costs and those with costs for comparison, it would be difficult to determine any possible connections. Even then, variance in format, specific courses, and even instructors will also play a role in success rates, regardless of affordability. Some data is becoming available to allow some comparisons based on cost, but more is needed to offer any significant analysis.
One step discipline faculty have chosen to undertake to help successfully address gaps and meet unit goals is to request two tenure-line faculty positions. Due to attrition of full-time faculty (currently at 4, down from 6 as recently as five years ago), and the impending retirement of John Crocitti, the discipline faculty are requesting one new faculty member to teach courses in US History and History of the Americas and another to teach World History and the Middle East (either/or Ancient Egypt and the Modern Middle East). Data consistently indicate that full-time faculty engagement and guidance are critical to fostering student retention, student success, innovation, and the overall health of the discipline.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.
Describe Current Practices section (25-26): Discipline faculty continue to engage in various approaches to close equity gaps and to ensure that students have both access and success in our courses. Many of the aforementioned activities continue during this update period, with discipline faculty engaged in various aspects of student success and equity, with ongoing analysis of gap data to determine the best course forward to ensure equity across student demographics. One point of discussion has been the need to evaluate equity data through the lens of course modality and the impacts that evolving AI technologies have on equity data.
Other Factors (25-26): As noted in the initial section, continued changes at the state level to curriculum will undoubtedly impact discipline courses in years to come. The transition to CALGETC (merged transfer streams for CSUs and UCs) will likely result in the reduced emphasis on the American Institutions requirement for transfer. Based on current data, any impacts on core History courses has been negligible thus far. It should be noted that HIST 123 recently (and mysteriously) lost its American Institutions transfer approval, resulting in ongoing efforts to have this restored. District degree discussions are still ongoing, so impacts on History courses are as yet unclear. As with any outside changes, the discipline faculty will adjust to meet the needs of Mesa students and will deliver quality course content, but as many discipline courses are built to serve transfer requirements, alterations in these requirements will certainly alter the landscape for future course offerings. Discipline faculty continue to consider both alterations to existing courses and introduction of new courses to meet changing student needs.

YEAR 5 Updates (2026 - 2027)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.

Review Outcomes Report. Review the unit's outcomes assessment process for 2025 - 2026. Discuss connections to unit goals/action plans/resource requests.
Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 5.

Unit Goals, Action Plans, and Updates

Goal 1: Develop strategies to increase History enrollment and student success rates over the next three years.

Unit Goal: Goal 1: Develop strategies to increase History enrollment and student success rates over the next three years.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Develop new methods for advertising courses and reaching students once enrolled at Mesa to attract more enrollees. Market courses with a more focused emphasis on issues of cultural diversity and connectivity to modern societal concerns. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/25/2025 **Action Plan Update**: This is an ongoing goal. Faculty continue to work to boost enrollment (both across the board and in more specialized, lower-enrolling courses) through a variety of means. Building awareness that courses connect to overall campus goals of equity and inclusion, sustainability, and connections to contemporary issues continue to shape efforts to advertise courses. Student success continues to be a focused discussion, as indicated in the yearly update. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 12/02/2024 **Action Plan Update**: Enrollment trends indicate an uptick in discipline enrollment. However, it is unclear if this is due to overall increased enrollment at Mesa or any impact of faculty efforts to increase student enrollment. Student success rates as measured in CLO/PLO data is proceeding well, but course success rates are generally stagnant compared to prior year's data. Ongoing discussion of ways to augment student success continue, as well as methods to connect the success in student accomplishment of PLO/SLO benchmarks to increased student success in completion of courses with passing grades. ONGOING.

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Update Year: 2024 - 2025 **Action Plan Progress**: On Track **Submission Date**: 11/30/2023 **Action Plan Update**: Discipline faculty have worked to streamline course offerings with the goal of targeting student demand and demographics (class format, class content, etc.), including emphasizing course content related to DEI objectives of the college. This is viewed, in part, as a mechanism to produce course schedules that attract enrollees across semesters, leading to both consistency of offerings (students can rely on courses being consistently offered/offered in particular formats) and student word-of-mouth (perhaps the best way to "advertise" courses). Courses seeing increased enrollment, such as HIST 205, will see a slow rollout of sections to cater to student demand until an equilibrium point is reached. HIST 135 (History of Technology), a course created at the request of STEM department faculty, will be offered for the first time following the COVID shutdown. Faculty continue to evaluate student enrollment trends and collect information to determine the areas/courses students desire to bolster enrollment. Discussion of advertising strategies for classes in the discipline are ongoing, as well as better ways to inform students of the emphasis in the discipline on human diversity and the connective tissue between historical examination and modern societal concerns. Making these more explicit to students is under current consideration by discipline faculty. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Faculty evaluation of course design, course assessment, and program goals with an intentionality to increase student success rates and attainment of educational goals. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/25/2025 **Action Plan Update**: As noted in the annual update, course design discussions (both in terms of modality and approaches to course construction) continue in the discipline. While PLO/CLO performance exceeds established benchmarks, recent dips in success rates and GPA necessitate further examination to align meeting benchmarks with student success in completing the courses. Modality adjustments will likely have some impact on this as well. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 12/02/2024 **Action Plan Update**: This is a topic on intensive consideration for discipline faculty. Continual consideration of efficacy of course design, course assessment strategies, and program goals is vital to increasing student retention and success rates. As noted in the data analysis section, there has been little movement in these data over the past two years. Discipline faculty are currently engaged in discussions and analysis of why that is and what can be done to foster greater student success in courses without sacrificing the core meanings and expectations for discipline courses. ONGOING **Update Year**: 2024 - 2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Progress: On Track **Submission Date**: 11/30/2023 **Action Plan Update**: Faculty are continually self-reflexive about the design of History course offerings, continued evaluation of assessment of courses (both internally within courses and of the program more broadly), and the established goals of the program to target increasing student retention and success rates. The decision was made to continue with existing student learning outcomes and mechanisms for evaluating student success in discipline courses in the present evaluation cycle, with an eye toward evolving data/research (online student success rates and methodologies, for instance) to inform methods to foster student success rates and attainment of educational goals for this discipline. Faculty meetings (most recently at a mid-semester department meeting) feature discussions of course offerings to determine what all discipline faculty view as the course content factors which best foster student success, as well as the factors they see as limiting student success and retention in course offerings. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Goal 2: Evaluate and adapt course offerings in History to better serve student needs over the next three years.

Unit Goal: Goal 2: Evaluate and adapt course offerings in History to better serve student needs over the next three years.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Examine the course outlines of current course offerings and consider the merits of changes (if appropriate) to those courses. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/25/2025 **Action Plan Update**: As has been discussed in several places, modality of offerings is an ongoing consideration to adapt to student needs/desires. A turn back toward more face-to-face courses (not an abandonment of online courses, but a "resetting" of balance to the modalities) is gradually underway to gauge student desires and success rates. As we move further beyond COVID, students seem more interested in returning to campus and engaging in live courses. Ongoing. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 12/02/2024 **Action Plan Update**: Examination of both courses offered and formats offered continues. There is some indication that there is increasing student interest in face-to-face courses, though online courses continue to enroll strongly. The discipline has transitioned to a substantial number of short-term courses (8 and 12 week) in recent years, with student enrollment and success trends indicating that varied formats are popular and may contribute to increased student success. Analysis of these trends continues, as well as consideration of number of courses/types of courses offered to better serve changing student needs. ONGOING. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track **Submission Date**: 11/30/2023 **Action Plan Update**: This is an ongoing process. Primarily, as courses come due for six-year review, Mesa discipline faculty (in consultation with City and Miramar faculty in shared courses) will weigh changes to the outlines to adapt to changing student needs. One ongoing example is the review of HIST 123 done conjointly by faculty at City and Mesa. As part of the process, redefining and clarifying the California government aspects of the course outline was undertaken to better align with the requirements for the California Institutions requirement at the CSU-level. Courses during this program review cycle will continue to be vetted and adapted as appropriate. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Consider the possibilities of creation of new courses/reimagining of past courses to address the needs of our diverse student population and to increase interest and enrollment in discipline courses. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/25/2025 **Action Plan Update**: As noted, modality changes are intended to partially address this goal. The long-planned US Environmental History course will be launched in Curriqunet in the Spring 26, with intention to be offered by Fall 2028. Discussion of other potential course alterations/additions are also ongoing. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 12/02/2024

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Update: This continues to be in progress for discipline faculty. The long-planned Enironmental History of the United States course will likely be launched in Spring 2025 to move through the curriculum process. One point of emphasis under discussion is ensuring that students are aware that current course offerings address issues relevant to student population at Mesa (diversity, connection to present concerns, utility of skills for broad application in various courses and careers, etc.) through better definition and "marketing" to students. There has been little discussion of additional new courses, though faculty continue to consider possibilities that both fit the mission of Mesa College and serve the needs of our student population. ONGOING **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
	Submission Date: 11/30/2023 **Action Plan Update**: Discipline faculty continue to consider these possibilities. Two recently created courses (HIST 135 and HIST 205) are still in the early stages of being offered and, based on student demand, will evolve in terms of sections offered, regularity of offering, and course content. American Environmental History, long in the planning stages, will be developed and begin working though the curriculum approval process in Spring 2024. Other course possibilities (both redeveloping past courses and creating new courses) is under persistent consideration by discipline faculty. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Goal 3: Explore options to increase student accessibility and affordability for History course offerings over the next three years.

Unit Goal: Goal 3: Explore options to increase student accessibility and affordability for History course offerings over the next three years.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Collectively weigh the benefits and pitfalls of the ever-expanding vista of OER materials available in our discipline. Consider whether free/reduced cost course materials serve the needs of students and maintain the academic standards and rigor of the discipline. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/25/2025 **Action Plan Update**: This is essentially a repeat of the last update. OER materials continue to be developed, but some subfields still have very limited textbook options. A substantial number of discipline courses now use OER materials, but limitations based on subject (some courses do not yet have viable OER materials) continue to exist. As courses undergo the six-year review process, discipline faculty work to locate and incorporate available quality OER materials as options for textbook and supplemental materials. For instance, a recent six-year review of HIST 106 determined that a single viable OER textbook now exists for that field. All OER materials are carefully vetted before inclusion on CORs. ONGOING **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 12/02/2024 **Action Plan Update**: Faculty continually engage in discussion broadly about OER materials, as well as intensive analysis of individual courses faculty teach for course-specific OER possibilities. A substantial number of discipline courses now use OER materials, but limitations based on subject (some courses do not yet have viable OER materials) continue to exist. As courses undergo the six-year review process, discipline faculty work to locate and incorporate available quality OER materials as options for textbook and supplemental materials. All OER materials are carefully vetted before inclusion on CORs. ONGOING **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track **Submission Date**: 11/30/2023 **Action Plan Update**: All discipline faculty are involved in examining the available OER resources, as well as new publisher-generated resources. Some discipline faculty use varying degrees of OER resources, with a number of individual courses in the core surveys (HIST 109/110, HIST 100/101) now being cost-free in terms of course materials. Discipline faculty have also been active in examining and reviewing publisher-generated resources (print and electronic) to determine quality and cost-benefit analysis of those materials. Discipline faculty share information on their individual findings and are engaged in broader disciplinary discussions about the future of OER resources and their development. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active	**Submission Date**: 11/25/2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: Consider the access difficulties many of our students have to technology (computers, Internet access, printers, etc.) to help inform decisions for course design and material usages to ensure student accessibility and potential for success in discipline courses. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Action Plan Update**: This also is essentially a repeat of the prior yearly update. While this is regarded as "On Track," the reality is that more data is needed to determine accessibility barriers our diverse student body faces, whether they be lack of a computer, lack of internet access, lack of skills to effectively use devices, access issues based on disability, or the multivalent additional factors at hand. It is too simple to assume that ease of online access=meeting student needs and fostering increased student success. Collecting this data beyond anecdotal discussion with students in discipline courses is necessary to make more informed choices. Tech issues are yet another reason that an increase in face-to-face offerings may be suitable for subgroups of students. More information is needed to make useful headway on achieving this goal. ONGOING **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track
	Submission Date: 12/02/2024 **Action Plan Update**: While this is regarded as "On Track," the reality is that more data is needed to determine accessibility barriers our diverse student body faces, whether they be lack of a computer, lack of internet access, lack of skills to effectively use devices, access issues based on disability, or the multivalent additional factors at hand. It is too simple to assume that ease of online access=meeting student needs and fostering increased student success. Collecting this data beyond anecdotal discussion with students in discipline courses is necessary to make more informed choices. Unless the program writer missed these data, they do not seem to be readily available in the data dashboard (how to collect these data is a difficult question to answer). More information is needed to make useful headway on achieving this goal. ONGOING **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
	Submission Date: 11/30/2023 **Action Plan Update**: As with the consideration of OER resources, discipline faculty are engaged in discussions about the practicality and DEI-related issues surrounding student access to technology. OER resources, of course, require more persistent and consistent access to technology that many students still struggle to maintain for a plethora of reasons. Many students who do have technology access often are limited to a phone or small tablet, making performance using electronic resources difficult (reading online texts on phone screens, taking notes, and a multitude of other factors). There is no one-size-fits-all approach to this question, which necessitates further careful consideration of this issue. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track