CPR - Instructional

A. Program Description

1. Describe your program's purpose and identity/focus, noting any changes since the last review.

The History Department houses the disciplines of History and, for now as the department is being built up, Ethnic Studies. Through shared common objectives and student learning outcomes, all History courses meet our Program Learning outcomes: "students will demonstrate, through written and oral academic work, critical examination of historical material, including primary sources, attending to such concepts as historical agency, context, perspective, and multi-causation. Students will further demonstrate an understanding of history as a discipline characterized by the application of critical analysis to factual evidence." In brief, we have a high degree of internal coherence even as we offer a wide range of transfer-oriented courses. The department offers anywhere from twenty-two to twenty-six unique courses every semester. Students primarily fulfill IGETC requirements through our basic survey courses (HIST 1 and 2, Western Civilization; HIST 10, 11 and 12, US history; and HIST 33 and 34, World Civilizations). Somewhat uniquely, we also offer numerous specialized courses on world regions (Africa, Asia, Latin America, and the Middle East) and topics (religion, science, environment, and US social groups). Our department largely fills student need to fulfill GE requirements, both for the CSU and IGETC. Our 7 full time and 19 part time faculty contribute to SMC more broadly in a number of ways—through offering our history workshops (each semester), organizing numerous talks and other events, contributing to shared governance through service in a variety of committees, as well as contribute to the wider community outside of the college. Among our priorities since our last review have been to close equity gaps in our classes, retool our teaching amidst the pandemic, and to help to establish the incipient ethnic studies program and department.

The newest and fastest growing department at SMC, Ethnic Studies is still in the process of being established. Ethnic Studies courses also share common objectives and outcomes. Over 90% of Ethnic Studies enrolled students' educational goal is to transfer to a four year institution. Last year, two new full time Ethnic Studies faculty were hired, bringing the total to four. The program was established in 2022 and has been growing exponentially, with a **517% increase** (78 to 481) in enrollment over a one year span from Fall 2022 to Fall 2023. Fall 2024 numbers show 928 enrolled students at Census. Ethnic Studies 1 is the most impacted course on campus as it fulfills both CUS Area F and local CC Ethnic Studies requirements. We expect unmet demand to increase to close to 3,000-4,000 over the coming year. The department offers five unique courses every semester. Students primarily fulfill CSU and IGETC requirements through our basic survey courses (our introductory class, ETH ST 1; Chicana/o/x and Latina/o/x studies, ETH ST 6, Asian American studies, ETH ST 8; and Native American studies, ETH ST 9, pending final approval). Our faculty aim to add more specialized courses in the near future based on student need and their disciplinary expertise. Like our colleagues in history, contribute to SMC more broadly in a number of ways—through offering our history workshops (each semester), organizing numerous talks and other events, contributing to shared governance through service in a variety of committees. Even more so than them, we continue to forge critical alliances with local organizations, which is a cornerstone of the disicpline. Much of our energies in the near future will be to build out our department (including finding physical space for our offices), meet student and institutional needs amidst ever-increasing enrollment, and increase our visibility throughout the college at large.

2. What are the critical ways your program advances the college's mission, vision, and goals?

Our department has advanced the college's mission to diversity, equity and inclusion through our focus on equity practices. We have held multiple continuing equity workshops such as handling microaggressions in the classroom, equitable grading, and flexible deadlines. In addition, 7 faculty members have now completed EGC training and have presented their work on equitable syllabi, flexibile deadline policies, procedures and communicating with students to the larger department. In the aftermath of the pandemic, we have expanded online courses, which have increased from about 20% to about 65% of all offered courses in the aftermath of the pandemic. We have also held ongoing online course design sessions covering Canvas design fusing html coding including icon creation, accordion menus, quizzes using Canvas Studio and Pronto.

We provide a wide range of courses that focus on the relationship between local and global communities, focus on the political, economic, and cultural analysis that helps students understand the world we inhabit and encourage students to engage in the multitude of communities of which they belong.

We focus on developing students' critical thinking and communication skills through a range of assessments that include multimedia presentations, written assignments, research and source analysis, and providing students with continuing skill development through our History Skills Workshops.

B. People Involved – Your Students

Population and Demographics:

3. What are the key characteristics that define your program's student population? Compare your program's population to the overall college population, and discuss the extent to which your program's student makeup (including subgroups who are over or under-represented) currently aligns with your program's intended target populations.

The History Department, which comprises both History and Ethnic Studies mirrors the enrollment patterns for the college overall, but with some unique difference. Since the History Department's last 6 year review in 2020-2021, the History program has seen in decline in enrollment from 2019 to 2022, followed by slight increase from 2022 to 2023. Over this 5 year period, overall enrollment has declined by approximately 14%. This parallels the overall enrollment for the college, which followed a similar pattern decreasing over 3 years and then increasing slightly last year.

However, there are significant differences between History / Ethnic Studies vs. the college overall:

1. Both History and Ethnic Studies are more generally racially diverse than the college overall, with more African American and LatinX students enrolled and less Asian American and White students than the college overall. In Fall 2023, African American students comprised 10%, LatinX students 41%, Asian American students 6%, White 28%, Two or more 6%, and unreported 9% of all History students. In comparison, the college enrolled 2% less African American and 4% less LatinX students, but 3% more Asian American, and 3% more White students. The differences were even more pronounced in Ethnic Studies where African American students were 10% (similar to History), LatinX 60% (more than 19% difference), Asian American only 4%, and White only 12%. These patterns remained relatively stable since the department's last program review.
2. There are significant gender differences between History and the college overall. While Ethnic Studies enrolled more women (60%) in Fall 2023, which mirrored the gender balance of the college, History enrolled a much higher percentage of men. History enrolled 9% more male students than the college. This pattern has remained stable since the department's last review.
3. Both History and Ethnic Studies enroll students with a much higher percentage of students with a high school degree at enrollment than the college overall. While about 75% of SMC students have a high school degree at enrollment, 95% of History and 95% of Ethnic Studies have a high school degree. This pattern has remained stable since the department's last review.
4. Both History and particularly Ethnic Studies enroll more First Generation students than the college overall. Since 2019, History has seen a 6% decline in First Generation students, while Ethnic Studies has remained stable. Nevertheless, History has consistently enrolled 4-6% more First Generation students than the college and Ethnic Studies enrolled 18% more First Generation students than the college.

Overall, the significantly higher percentage of History and Ethnic Studies students with high school degrees at enrollment aligns with the transfer orientation of both programs.

Student Headcount | History
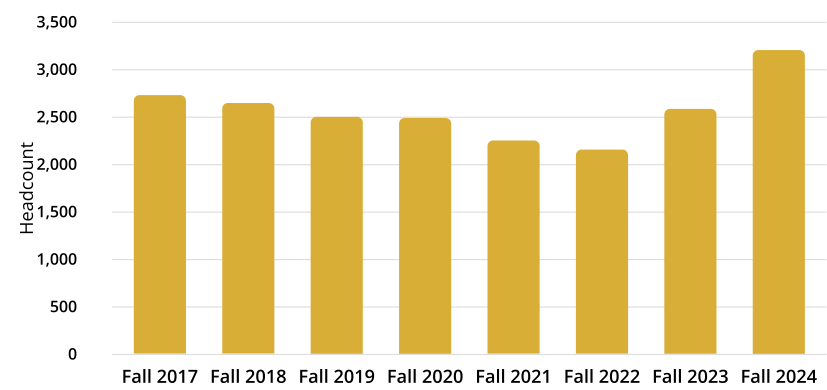
Measures: Headcount

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Measures	2,733	2,650	2,504	2,492	2,255	2,159	2,588	3,208

Data loaded 21-Mar-2025

Outreach and Planning:

4. What opportunities do your analyses reveal about your current and future student outreach and planning efforts?

Considering the more racially diverse and higher percentage of First Generation students, we analyzed the success rates for First Generation students requires careful planning and consideration about how to address student success gaps for these groups. The Department will continue and revise our efforts to target First Generation students, who are more likely to be students of color, in the following ways.

1. Faculty participation in EGC and departmental professional development on racially equitable pedagogy, assessments, course design, and ongoing online course design group. In particular, encouraging faculty to participate in the EGC program. Data from the Institutional Research Office suggest that History faculty that participated in EGC saw a 11.% increase in student success and a 10.1% increase in retention rates.
2. Continuation of Community of Practice group led by Marisol Moreno, which provides a space for Ethnic Studies, open to all faculty, to discuss, share, develop and support each other in creating more racially inclusive pedagogy, course design, assessments, and communication with students.
3. Working with Black Collegians and Adelanté to identify recommended sections.
4. Continuation of Ethnic Studies speaker series that focus on equity practices and racially inclusive student support.
5. Create skills workshops specific to Ethnic Studies and focusing on making current History skills workshop and new Ethnic Studies workshops more effective for First Generation and non-majors (who are the majority of our students). Design a survey asking students (identifying First Gen and non First Gen) who take the workshops about their needs. Use survey feedback to revise/redesign new high impact interventions that center First Generation students. As well, as researching literature to better understand their schooling experience and to leverage their cultural community wealth through classroom practices and departmental programming.

C. People Involved – Your Staff

Population and Demographics:

5a. Discuss your program's staff (PT/FT faculty, non-faculty, and classified).

The department is comprised of 32 faculty and 1 classified staff member. The History program leans heavily on part time faculty to serve the approximately 2,400-2,500 students who enroll in History courses every semester. On the other hand, the Ethnic Studies program relies largely on full time probationary faculty to serve the 1,200 students who enroll in Ethnic Studies courses every semester.

There are currently 6 tenured and 1 probationary faculty in the History program, comprising a strong foundation of experienced faculty members who have demonstrate a significant commitment to the department and their discipline.

In Ethnic Studies, there are 4 probationary faculty which reflects the recency of this program. While this is a notable investment in Ethnic Studies, reflecting the expanding curriculum, it is far from adequate to meet the demand.

The History program is heavily dependent on part time faculty, who comprise 76% of the instructional faculty in the department. This suggests a higher student demand than the department can currently meet.

On the other hand, 43% of faculty in Ethnic Studies are part time. While this number is smaller, this is largely due to the dearth of candidates that meet the Minimum Qualifications as set by state regulations.

5b. How reflective of your program's student population is your staff?

Both the History and Ethnic Studies full time faculty are more reflective of the student population than part time faculty. History includes one identifying female LGBTQ+, two identifying male Asian Pacific Islanders, one identifying gender neutral African American, one identifying female Chicanx, one identifying white female, and one identifying white male. Ethnic Studies includes one identifying male African American, one identifying female Chicanx, one identifying female indigenous, and one identifying male Asian Pacific Islander.

The part time faculty in History are less reflective of the racial/ethnic and gender backgrounds of the student population. Six out of the 19 are identifying male faculty of color. Six out of the 19 are identifying white women.

Part time faculty in Ethnic Studies skew in the opposite direction of History. There are two identifying women of color and one identifying male faculty member of color.

Additionally, we do have eleven faculty members, full and part time combined, who attended either SMC or other CCC.

Staffing Changes:

6. Discuss your program's staffing changes since the last review. How have these changes impacted your program's ability to achieve its desired student outcomes?

Since the last review, staffing levels have remained relatively stable in the History Department while Ethnic Studies staffing has grown from zero to its current levels.

The History program saw 1 full time faculty member retire and 5 part time faculty members leave the department. During this time span, 4 part time faculty were hired, resulting in a net loss of 1 faculty member.

Since the Ethnic Studies program's first semester offering courses in 2022, the program has hired 4 full time and 6 part time faculty. One of the part time faculty members was hired as a full time faculty member. Another 2 left the program.

It has been difficult to meet our desired student outcomes because:

1) Staffing levels have not kept up with student demand for classes in History and Ethnic Studies

2) There are not enough full time faculty to focus on student outreach or planning efforts

Staffing Challenges:

7a. Looking ahead to the next review period, discuss any staffing challenges you anticipate. How is your program planning to address these challenges?

Our staffing challenges are varied and numerous. The last two years, we have seen increasing student demand for classes in History, but especially in Ethnic Studies.

Course fill rate prior to the beginning of the semester have ranged from 95%-98% for History and over 100% for Ethnic Studies.

In addition, for the most popular History courses (1, 10, 11, 12), the numbers of students on the official waitlist prior to the semester have steadily increased from 15-25 across all sections to 25-60 for Spring 2025. For Ethnic Studies, the problem has been astronomical, official waitlists are full across every section. We have increased the number of sections of Eth St 1 from three (Spring 2022) to 26 this spring 2025 and the waitlists are completely full. There are currently 219 students on the official waitlists across all Eth St sections. However, this does not reflect the true demand. Ethnic Studies faculty are receiving another 20-30 student add requests per section. A conservative estimate results in a rough count of another 500 students who are trying to add the course.

The extraordinary demand is not unknown, the counseling department and Academic Affairs have requested more sections in the past. These sections have filled within 30 minutes. This spring 6 sections were added after enrollment had begun. All six filled within 15-20 minutes.

There are two issues:

1) Lack of candidates that meet the required minimum qualifications. When the state legislature passed SB1460 in 2020 and the CCC followed suit, establishing an Ethnic Studies requirement, every CSU and CCC began hiring Ethnic Studies faculty. This included state minimum qualifications that require an MA in one of the Ethnic Studies disciplines or equivalent. However, there are few graduate programs in Ethnic Studies in the entire country. So every institution was fighting for a very small pool of candidates. Those that delayed, even slightly, would be left with very few, if any candidates. Campuses that have established Ethnic Studies programs were able to hire quickly. At SMC, we did not have an established program, nor was a plan in place. So other two years institutions were hiring, while we were not.

2) Current budget cuts make it unlikely new sections will be opened even with such staggering levels of demand, and departments can not hire without sections that are officially on the schedule of classes.

7b. What institutional support does your program need to address these challenges?

Our programs require long term planning that identifies known trends in demand and provides resources accordingly. Both History and Ethnic Studies programs have seen increasing growth and demand over the last two years. With Ethnic Studies, this was a known quantity. Because of the Ethnic Studies requirements, at CSU, CCC and now UC systems, this means every single student must take an Ethnic Studies course. Thus, Ethnic Studies will become as large as the English or Math departments. At this size, Ethnic Studies, should be made into an independent department with all the needed resources, including office space and a full time administrative assistant. Demand for classes is astronomical for Ethnic Studies. Each faculty member are facing 90-100 add requests every semester.

In the meantime the following measures should be taken:

1. Clear plan for class scheduling
2. System to manage student requests. The current system does not identify how many seats are in a class. Instead, it instructs students to contact individual instructors. This results in faculty having to respond to hundreds of requests. It is inefficient, creates an unnecessary burden on instructors and a potentially unsafe work environment as students are becoming increasingly aggressive.

8. What key elements of your department culture facilitate and impede your program's ability to achieve its desired student outcomes?

Our department culture is one of open communication and collaboration that focuses on equity based pedagogy and practices. We are collaborative and treat each other with respect, regardless of full-time or part-time status. Faculty members do not shy away from difficult topics and share information openly with each other. This has helped our department to address equity issues in our pedagogical practices including syllabi, assessments, policies, and communication.

Staff Support and Professional Development:

9a. Discuss how your program involves and supports its staff (classified, non-faculty, and PT/FT faculty).

Our department involves all staff (both PT and FT) in planning as well as department initiatives. This includes serving and participation in the following:

1. Equitizing Gateway Courses program
2. Online Course Design
3. History Skills Workshop Series
4. Ethnic Studies Task Force

The department also has both a full time and adjunct representative in the Faculty Association.

The department has chosen to continue holding hybrid department meetings, which allows for much higher rates of attendance by PT faculty than would otherwise be possible for on-ground only meetings. This inclusive approach ensures that information is better distributed to all and allows for more faculty to participate in the department community.

9b. What roles do your program's staff play on campus and in the off-campus community?

Faculty have served and participated in the following:

1. Equitizing Gateway Courses
2. Online Teaching Winter Institute - AI in Online Education
3. Ethnic Studies Speaker Series
4. Faculty Lead - Student Equity Center
5. Ethnic Studies Task Force
6. Chair of Senate Committee - Program Review
7. Member Senate Committee - Program Review
8. DPAC Senate Representative
9. Data Coaching - Equity Avengers
10. Members - Global Citizenship Council

9c. Discuss how your staff's professional activities since the last review period have positively impacted your program.

Faculty participation and service in various campus programs and committees has resulted in

1. Addressing equity in the classroom - syllabi revisions, grading policies, student communication
2. Establishment of the Ethnic Studies program
3. Improvements in online course design
4. Study abroad upcoming Paris Summer 2025
5. New curriculum development and new course taught for first time in Fall 2024 for LGBTQ US History

9d. What additional areas of professional development and trainings are needed for your staff?

- Workplace violence (employees and students)
- Area specific professional development on student and instructor use of AI, both its opportunities and its challenges. College-wide opportunities are useful but department needs are specific to our discipline and other similar liberal arts writing disciplines.
- Online teaching production training and assistance. Best practices include making instructional videos, which includes audio editing.
- Approaches to volatile political and social topics in the classroom.
- Supporting the increasing number of students with mental health challenges including depression, anxiety, ADHD, and neurodivergence.

If applicable:

10a. In what professional organizations does your program's staff participate?

N/A

10b. Discuss your staff's grant-funded research and projects.

N/A

10c. Discuss your program's partnerships with regional educational institutions.

N/A

10d. Discuss your program's industry partnerships and relationships.

N/A

10e. Discuss how your faculty are upskilled to address industry and/or curricular changes.

N/A

10f. Provide your program's advisory board membership and meeting dates since the last review period.

N/A

D. Curriculum, Courses, and Scheduling

11. Analyze your program's enrollment trends disaggregated by modality and other course attributes. Reflect on the extent to which your current course offerings and class scheduling practices maximize student success. Include any evidence to support your points. Discuss any changes your department plans to better respond to students' needs.

Beginning in 2017, we observed a steady decline in course enrollment, with the department losing several sections each semester. Our analysis indicated that enrollment in our elective courses was less efficient than in our gateway courses, which fulfill multiple local and transfer GE requirements for students. The pandemic exacerbated this trend, transforming a slow decline into a dramatic drop in enrollment between spring 2020 and spring 2022.

Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
2,718	2,599	2,451	2,441	2,206	2,047
	-4.38%	-5.69%	-0.41%	-9.63%	-7.21%

In response to student demand and to support student success, the department adjusted its course offerings. Given that approximately 85% of History students and over 90% of Ethnic Studies students pursue a terminal degree or transfer, the department stopped offering eight courses due to chronic underenrollment. These courses include History 13, 19, 20, 38, 39, 47, 55, and 62. Additionally, we adjusted the number of sections for History 33, 34, 41, and 53 to better match student demand. History 33 and 34 were reduced from 4 sections per semester to 2, but due to increased demand in 2023-2024, we raised the number of sections to three. History 41 and 53 were reduced from 2 sections per semester to 1. Furthermore, some remaining elective courses are being rotated and offered only once per academic year, including History 24, 25, 27, 42, and 43. Ethnic Studies has primarily focused on offering Ethnic Studies 1.

These adjustments have coincided with a steady increase in enrollment since 2022, and the Fall 2024 enrollment numbers indicate a dramatic jump in demand over the past academic year. The local and CSU/UC Ethnic Studies requirement has also contributed to the overwhelming demand for Ethnic Studies 1, as it is the only course that satisfies the Ethnic Studies requirement for both local and CSU/UC systems. Currently, there is far more demand than the program can accommodate.

FALL	2021	2022	2023	2024
HIST	2,206	2,047	2,103	2617
	-9.63%	-7.21%	2.74%	24.44%
ETH ST		78	523	942
			570.51%	80.11%

These changes have also led to improved student success and retention rates for both History and Ethnic Studies.

Success Rates	2017	2018	2019	2020	2021	2022	2023
History	66%	67%	67%	68%	84%	71%	76%
Eth St						58%	85%

Retention	2017	2018	2019	2020	2021	2022	2023
History	81%	84%	82%	83%	100%	87%	91%
Eth St						87%	97%

To support these growing demands, the department has hired additional faculty to teach high-demand courses like History 10 and Ethnic Studies 1. Moreover, the Ethnic Studies Task Force and the department have submitted Ethnic Studies 6, 7, 8, 9, and History 10 for articulation to meet CSU, IGETC, and CalGETC Ethnic Studies requirements, expanding available options for students.

However, in the past two semesters, we've seen an increase in fraudulent students enrolling in our courses. While this has not significantly affected enrollment or retention numbers yet, it is a concern. Fraudulent students may block access to high-demand courses like Ethnic Studies 1 and History 10. The department is exploring strategies to mitigate this issue by adjusting the ratio of in-person versus online courses. Currently, 70-75% of our classes are online.
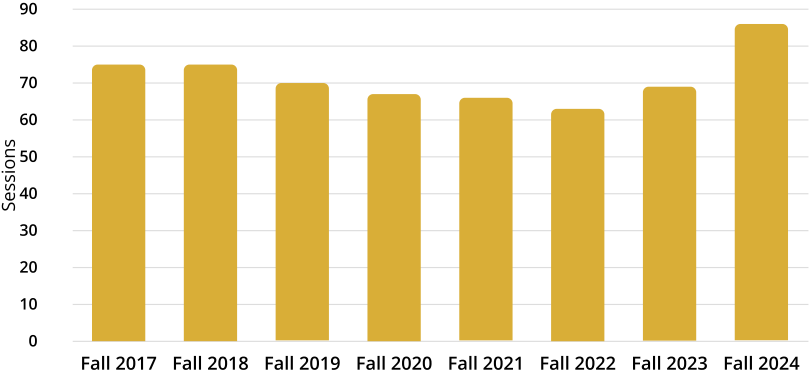
Course Enrollment | History
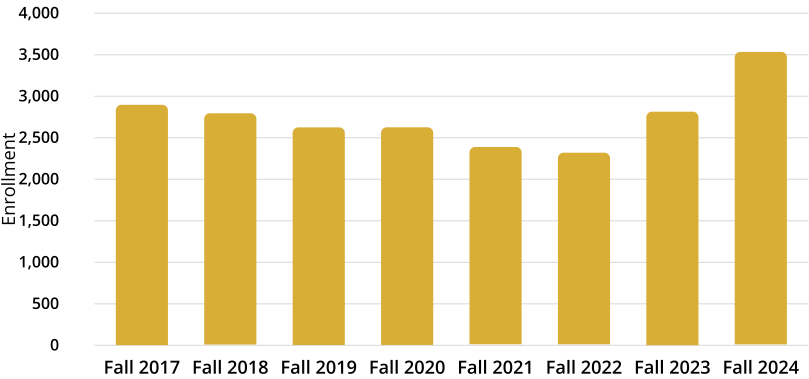
Measures: Enrollment

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Measures	2,897	2,795	2,625	2,626	2,389	2,320	2,814	3,534

Data loaded 21-Mar-2025

Section Offerings | History

Measures: Sessions

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Measures	75	75	70	67	66	63	69	86

Data loaded 21-Mar-2025

12. What institutional support do you need to create a more equity-minded and student-centered curriculum, course offerings, and class schedules?

To create a more equity-minded and student-centered curriculum, course offerings, and class schedules, the following institutional support would be essential:

1. Faculty Hiring: Ethnic Studies and History: There is an overwhelming demand for courses in Ethnic Studies and history. Hiring additional faculty in these areas will not only address this demand but also help ensure a diverse and inclusive curriculum that reflects the lived experiences of historically marginalized communities. This would directly contribute to a curriculum that is more representative and relevant to students from diverse backgrounds.

2. Ethnic Studies Co-Chair Position: Establishing a co-chair position for Ethnic Studies would help provide leadership and ensure that this field continues to be prioritized and integrated into the curriculum. This position would also provide the necessary administrative support to develop and maintain a comprehensive and equitable Ethnic Studies program, fostering collaboration among faculty and ensuring the curriculum is responsive to student needs and contemporary social issues.

3. Incentives for Faculty to Return to On-Ground Teaching: In order to maintain a more engaging, interactive, and accessible learning environment, creating incentives for faculty to return to on-ground teaching is vital. This could include professional development opportunities, financial incentives, or recognition programs. Having faculty teach in person would allow for better community building, fostering more personal connections with students, which is essential for an equity-minded, student-centered approach.

These forms of institutional support would help develop a more equitable and inclusive learning environment, directly benefiting students and fostering a culture of care and inclusion within the institution.

13. Document any substantial changes to your program curriculum since the last review and discuss what prompted these changes. Looking forward, what changes to the curriculum do you plan based on the emerging needs of your discipline, industry, student population, etc.

<u>Substantial Changes to Program Curriculum Since Last Review:</u>

1. Revised Ethnic Studies Program:
A significant review of the Ethnic Studies program resulted in a substantial revision of the AA degree pathway and the development of gateway courses that articulate to CSU and UC Ethnic Studies programs. These new courses include:
 - Eth St 1 - Introduction to Ethnic Studies
 - Eth St 6 - Introduction to Chicana/o/x and Latina/o/x Studies
 - Eth St 7 - Introduction to African American and Black Studies
 - Eth St 8 - Introduction to Asian American Studies
 - Eth St 9 - Introduction to Native American Studies

These changes were prompted by the growing demand for Ethnic Studies courses, as well as the need to align with transfer requirements for CSU and UC systems, ensuring our students have clear pathways to continue their education. The development of these courses reflects a deeper commitment to providing a comprehensive and accessible Ethnic Studies curriculum that addresses the diverse histories and experiences of marginalized communities.

2. New LGBTQ U.S. History Course:
A new course, Hist 51 - LGBTQ U.S. History, was introduced to reflect the importance of LGBTQ experiences in the field. This course aims to explore the history, struggles, and contributions of LGBTQ individuals and communities in the United States. The introduction of this course was prompted by both student interest and the increasing recognition of LGBTQ history as an integral part of American history.

<u>Planned Curriculum Changes Based on Emerging Needs:</u>

1. Revising HIST 16 – African American History:
We plan to revise Hist 16 - African American History into a two-course sequence to reflect the current academic standards in the field and the practices at other institutions. This change will allow for a more in-depth exploration of African American history and provide students with a broader and more nuanced understanding of the subject. The revised sequence will ensure that the course content is both comprehensive and current with contemporary scholarship.

2. Expanding Ethnic Studies Course Offerings:
Looking ahead, we aim to expand our course offerings in Ethnic Studies to align more closely with the course offerings available at other institutions with strong Ethnic Studies programs. This will not only provide our students with a wider variety of courses but also ensure they receive a more robust and holistic education in Ethnic Studies that addresses the diverse and ever-evolving needs of the discipline.

These curriculum changes are intended to reflect the evolving needs of our students, the discipline, and the broader societal context. By continually updating and expanding our curriculum, we aim to provide students with a well-rounded, current, and inclusive education that prepares them to engage critically with the world around them.

E. Evaluation, Effectiveness, and Equity:

Course Success and Retention: Indicate your program's chosen level of analyses for the review (choose one):

Highest enrolled course(s)

14a. Analyze your program's course success and retention against your program's institution-set standards (minimum threshold, as defined by program/department) and improvement goals. Discuss any significant changes/trends over time. Include your program's plans to improve course success and retention.

We chose to focus on History 1 and History 10, which are our two highest enrolled courses in the History department.

Course Success

For Course Success, our program's institution-set standard (ISS) is 69% for the years before the pandemic (Fall 2020 and Fall 2021), which is the average for the college as a whole. For the next three years, the college average rose to 71%.

History 1 Course Success: Fall 2017 - Fall 2024
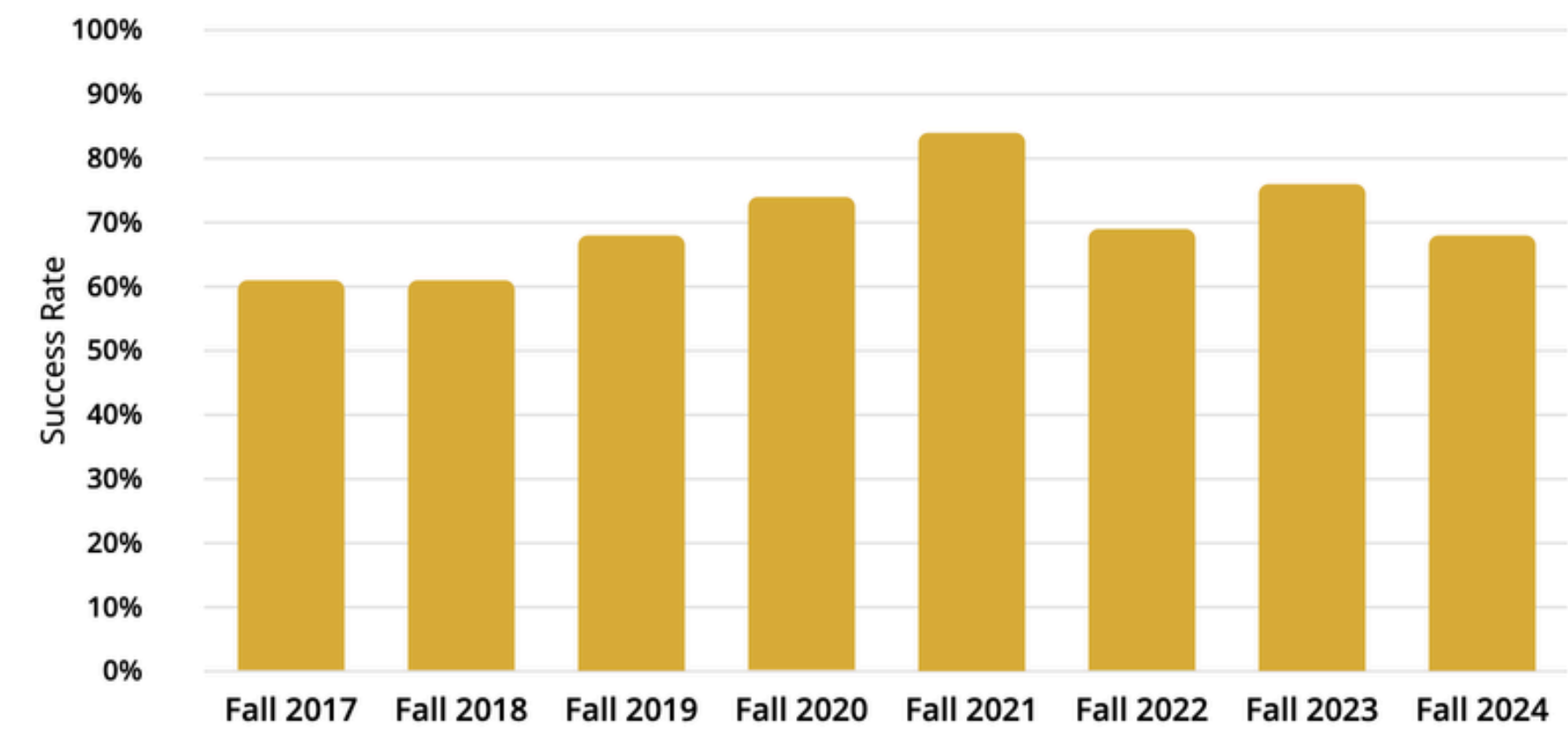
Course Success Rates | HIST 1
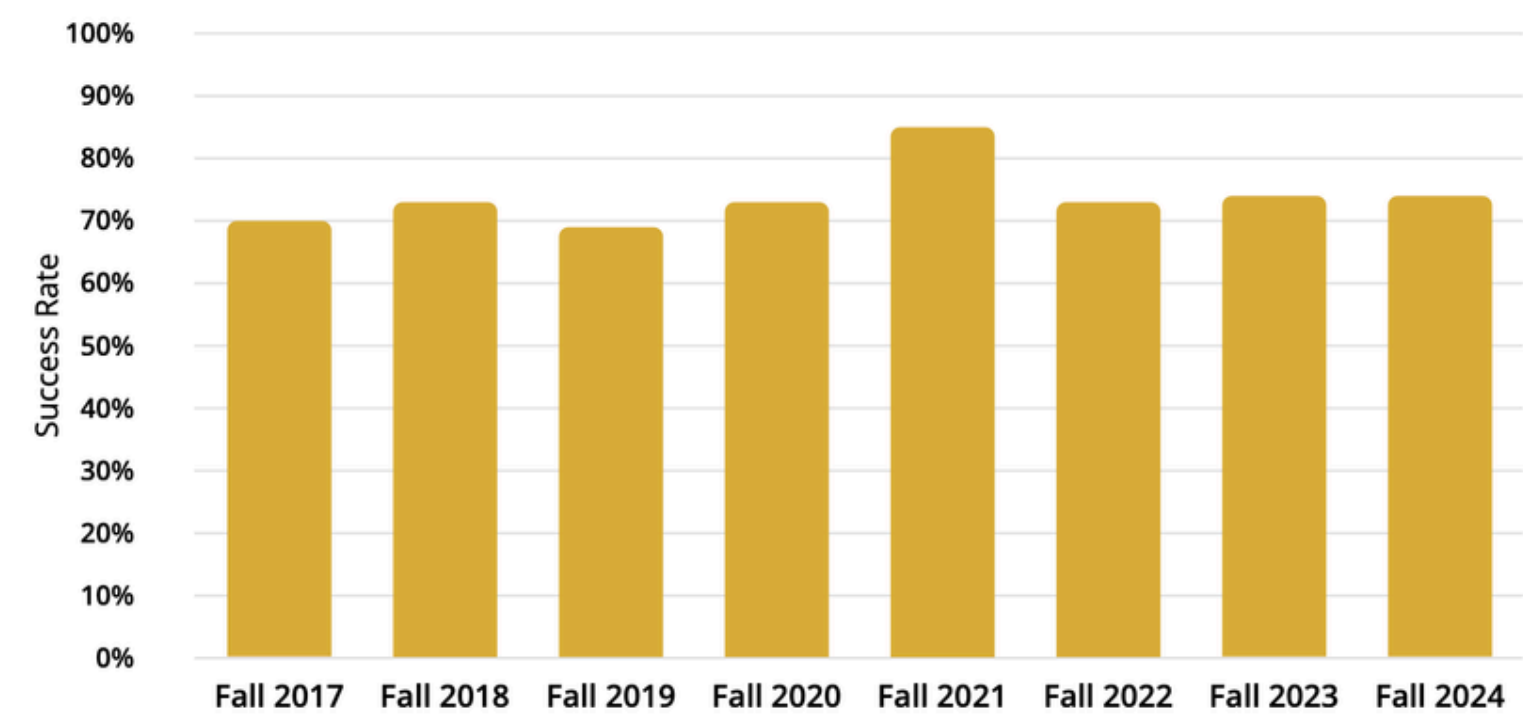
Fall 2017: 70%; Fall 2018: 73%; Fall 2019: 69%; Fall 2020: 73%; Fall 2021: 83%; Fall 2022: 73%; Fall 2023: 74%; Fall 2024: 74%

For History 1, Course Success rates were fairly stable pre-pandemic, about 1.5% above the ISS. Post-pandemic, the rate is averaging about 3% above the ISS.

History 10 Course Success: Fall 2017 - Fall 2024

Course Success Rates | HIST 10

Fall 2017: 61%; Fall 2018: 61%; Fall 2019: 68%; Fall 2020: 74%; Fall 2021: 84%; Fall 2022: 69%; Fall 2023: 76%; Fall 2024: 68%

For History 10 pre-pandemic, unfortunately the Course Success average was about 6% lower than the ISS. But we were seeing good gains by the end of that period and into the pandemic. Post-pandemic, the average Course Success rate is now in line with the ISS.

Course Retention

For Course Retention, our program's pre-pandemic ISS is 83%, which is the average for the college as a whole in the three years before the pandemic (Fall 2020 and Fall 2021). Post-pandemic, the ISS is 88%.

History 1 Course Retention: Fall 2017 - Fall 2024

Course Retention Rates | HIST 1

Limits: **Course Credit Type** Credit, Degree Applicable, Credit, Not Degree Applicable **Course Retention** Retained, Retained
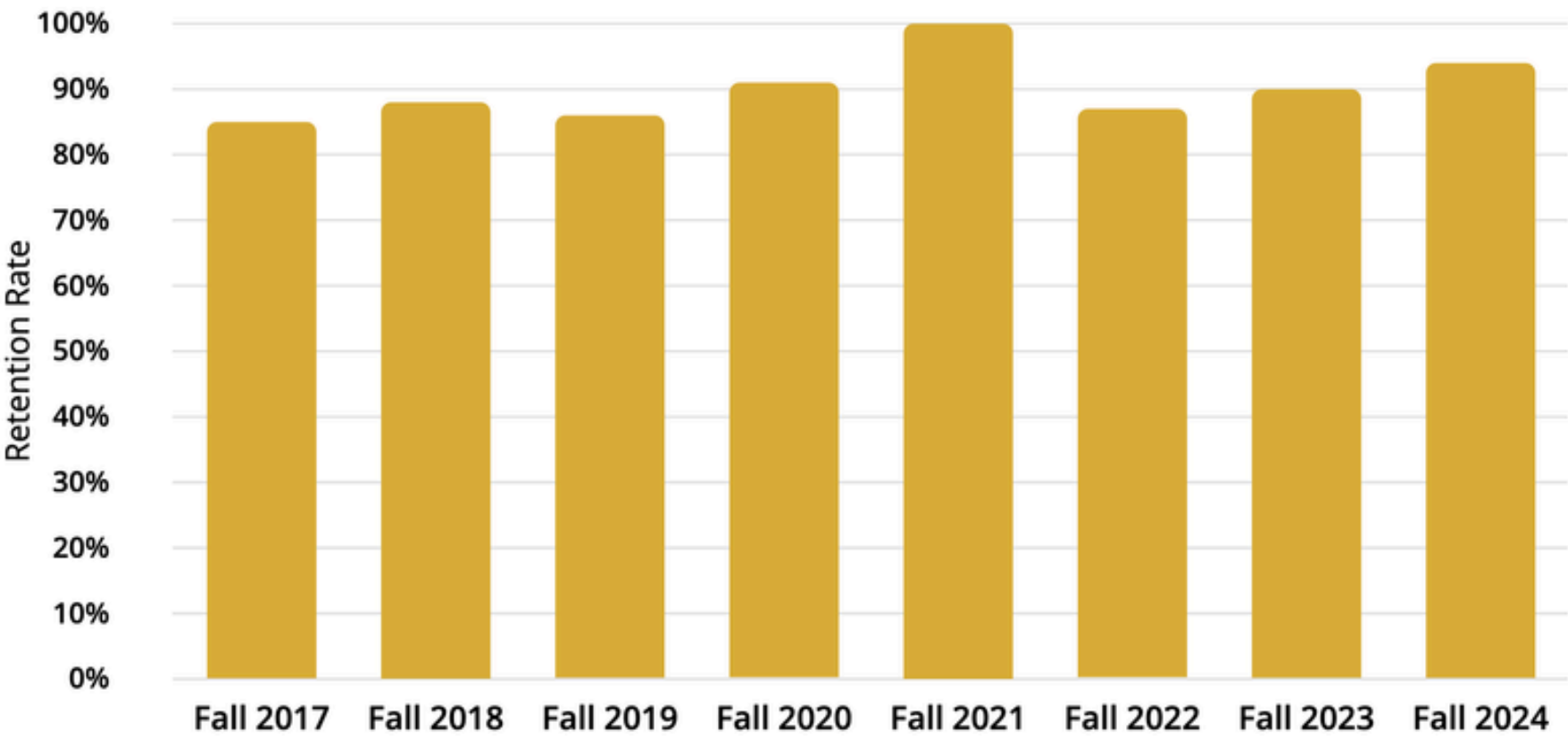
Measures: Retention Rate

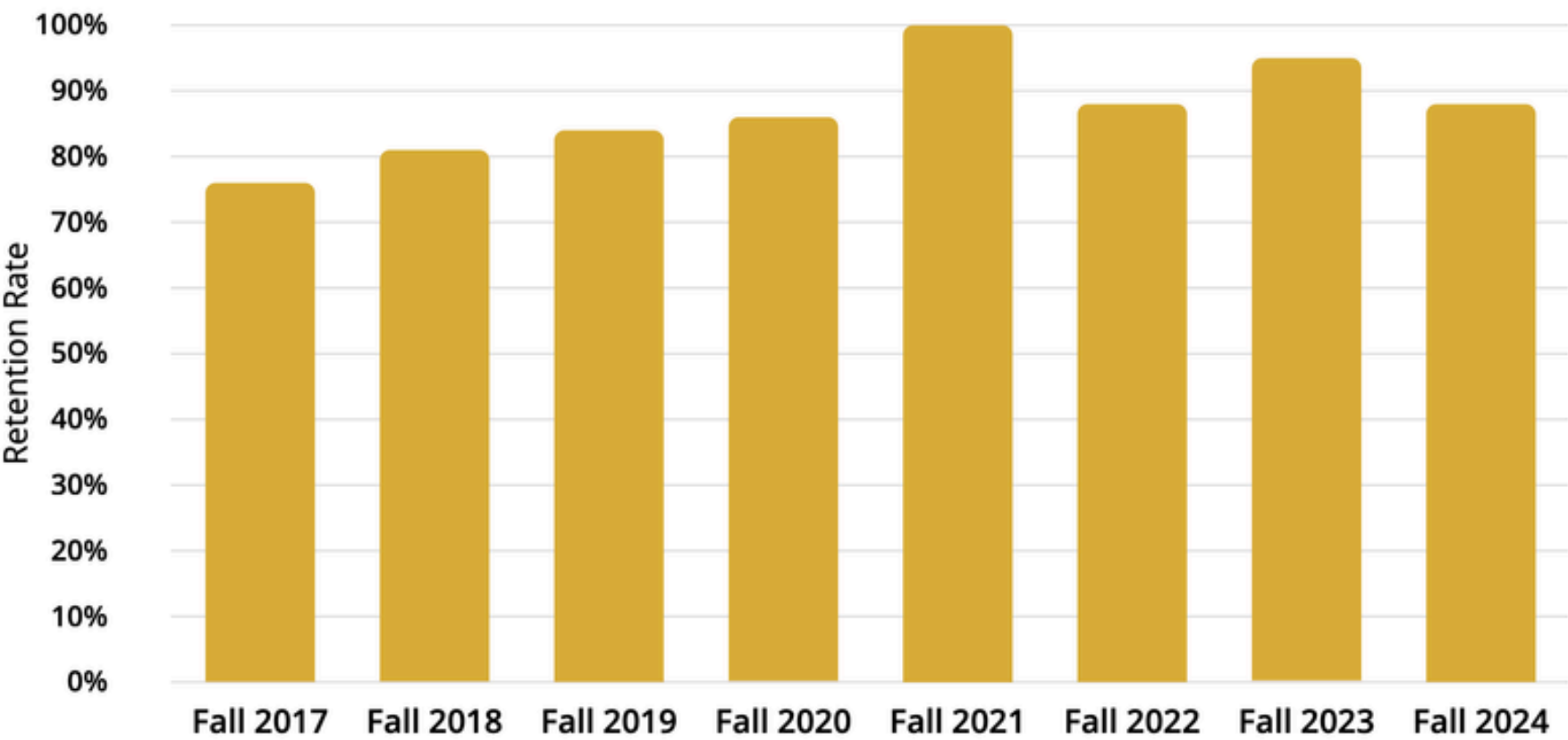|	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Measures	85%	88%	86%	91%	100%	87%	90%

For History 1, we were exceeding the pre-pandemic ISS by about 3%. Post-pandemic continued to exceed the ISS, by about 2%, as the college as a whole improved its Course Retention rates in the post-pandemic years.

Course Retention Rate History 10: Fall 2017 - Fall 2024

Course Retention Rates | HIST 10

Limits: **Course Credit Type** Credit, Degree Applicable, Credit, Not Degree Applicable **Course Reter** Retained, Retained

Measures: Retention Rate

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Measures	76%	81%	84%	86%	100%	88%	95%

For History 10, in the pre-pandemic years, we were on a good upward trajectory, improving by 8% and closing the gap with the ISS to 3%. Post-pandemic we have made further gains, not only fully closing the gap with the ISS, but also exceeding it by 2%.

We are very happy to see these gains in our highest enrolled courses for Course Success and Course Retention from pre-pandemic to post-pandemic. While the pandemic posed a unique generational challenge to education, we believe that some of the changes that instructors instituted have led to these changes, especially in more accommodating and flexible late policies and more caring and frequent communication with students.

Course Success Rates | History
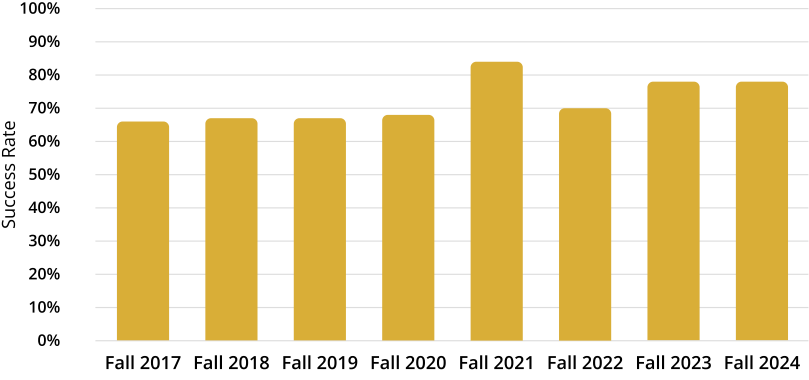

Measures: Success Rate and Success Count and Attempts

	Fall 2017			Fall 2018			Fall 2019			Fall 2020			Fall 2021			Fall 2021
	Success Rate	Success Count	Attempts	Success Rate	Success Count	Attempts	Success Rate	Success Count	Attempts	Success Rate	Success Count	Attempts	Success Rate	Success Count	Attempts	Success Rate
Measures	66%	1,898	2,897	67%	1,876	2,795	67%	1,747	2,625	68%	1,790	2,625	84%	1,676	2,004	7

Credit Courses Only

Data loaded 21-Mar-2025

Course Retention Rates | History

Limits: **Course Credit Type** Credit, Degree Applicable, Credit, Not Degree Applicable **Course Retention** Not Retained, Retained
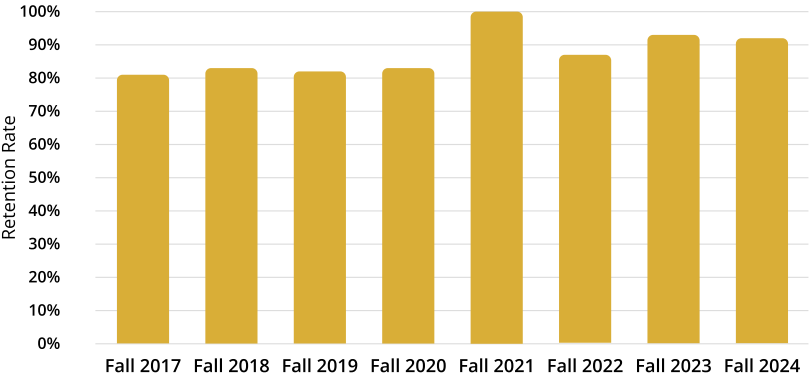
Limits: **Course Credit Type** Credit, Degree Applicable, Credit, Not Degree Applicable **Course Retention** Not Retained, Retained

Measures: Retention Rate

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Measures	81%	83%	82%	83%	100%	87%	93%	92%

Credit Courses Only

Data loaded 21-Mar-2025

14b. Disaggregated data: Which racial/ethnic student group completes their courses at the highest rates? Which racial ethnic groups experience the largest gaps when compared to the highest performing group? Analyze the trends across the last review period.

The following numbers are for History only, as Ethnic Studies only has two years of data. From 2017 to 2024, most racial and ethnic groups demonstrated an overall increase in success rates, though the pace and consistency of growth varied. Overall, equity gaps closed for all groups. White students maintained the highest or near-highest success rates across the years, with minimal fluctuations, peaking at 92% in 2021 and ending at 80%. Unreported students consistently had similarly high success rates as White students, rising from 77% to 88%. Asian students showed a strong and steady upward trend, rising from 74% to 86%, largely erasing the 5% equity gap from 2017. Success rates for Black students increased at a faster pace than any other group jumping from 48% in 2017 to 62% by 2024. The equity gap fell from 31% in 2017 to 18% in 2024, resulting in a 13% reduction. Latine/x students also experienced a narrowing equity gap, though more modest. Success rates for Latine/x students saw an upward trend, starting at 58% in 2017, peaking in 2021 at 77% and ending at 67% in 2014, resulting in an 8% equity gap reduction. Students identifying as Two or More Races displayed steady growth and consistent performance, increasing success rates from 66% to 73%, which reduced the equity gap by 6%. In contrast, Native American and Pacific Islander groups showed extreme year-to-year fluctuations, likely due to small sample sizes or inconsistent reporting, making their trends less reliable for interpretation.

Success Rates	2017	2018	2019	2020	2021	2022	2023	2024
Asian	74%	73%	71%	79%	**87%**	79%	85%	86%
Black	48%	59%	47%	51%	**75%**	59%	62%	62%
Latine/x	58%	57%	60%	60%	**77%**	62%	69%	67%
Native American	50%	**100%**	0%	67%	**100%**	25%	**100%**	33%
Pacific Islander	**83%**	50%	75%	67%	0%	0%	**100%**	0%

Success Rates	2017	2018	2019	2020	2021	2022	2023	2024
Two or More	66%	68%	68%	69%	**84%**	70%	72%	73%
Unreported	77%	78%	72%	77%	**90%**	72%	85%	**88%**
White	79%	80%	81%	79%	**92%**	84%	87%	80%

14c. Equity Gaps: What factors might be contributing to the equity gaps? Consider factors that relate to people, programs, practices, and policies in the classroom, program, or college.

Several key factors may be contributing to the observed equity gaps across student populations. These factors span people, programs, practices, and policies within the classroom, academic programs, and the broader college environment:

1. Faculty Training and Practices: Gaps in faculty preparation around equity-centered pedagogy can impact outcomes. This includes course and assessment design, grading policies, syllabi tone, and the nature of student-faculty communication. Targeted professional development in equity-minded teaching practices is essential to reduce disparities.
2. Financial Aid Processes: Delays in disbursement of financial aid—especially textbook vouchers—can disproportionately affect student success. Faster, more accessible aid processes would help ensure all students start on equal footing.
3. Textbook Accessibility: Complicated or delayed textbook purchasing processes can hinder academic preparedness. Streamlined access to required materials—whether through inclusive access programs or low-cost digital options—can improve early course engagement.
4. Academic Support Services: No subject-specific tutoring, in areas like humanities and social sciences where writing and critical analysis are key, can negatively impact success for students who may not have had strong preparation in these areas.
5. Basic Needs Insecurity: Unstable access to housing and food remains a significant barrier to academic success for many students. Addressing basic needs through institutional support and community partnerships is a critical step in closing equity gaps.

14d. What else does your program need to know to better understand how to address equity gaps in your program's course success and retention rates?

We only know what we know. While data can provide insights, direct student input is essential to meaningfully address equity gaps in course success and retention. Gathering regular feedback—especially from historically underserved populations—can reveal barriers that may otherwise go unnoticed, such as experiences with faculty, staff or challenges navigating campus systems.

Listening to students through focus groups, surveys, and one-on-one interviews allows programs to identify patterns, co-create solutions, and make changes that reflect students' actual needs. Moreover, including student voices in planning and decision-making processes reinforces trust and ensures that interventions are grounded in equity and relevance.

SLO Mastery Rates:

15a. Description of process: Describe your program's processes and practices for defining, assessing, and analyzing learning outcomes. Include a discussion of how your program uses the results of SLO data to inform course and program improvement efforts.

The History Department assesses all three course SLOs for every course every semester. Currently, each instructor individually reviews their SLO completion rates. Something that our department hoped to do after our last Program Review in Spring 2020 was to start working together on SLOs to potentially revise them to make them more meaningful to faculty and to create a more regular and collaborative process for reviewing the data. Unfortunately the Covid-19 pandemic intervened and we have not made much progress on this goal. When Stephanie Amerian was an SLO Coordinator for the History department, a department sub-group was created to review our department's SLOs and PLOs. We started looking at learning outcomes at other community colleges and at local four-year schools. We hope to restart this process and make reviewing learning outcomes part of our department's culture.

For Ethnic Studies, SLOs need to be inputed into the system so that faculty can begin assessing them. We are in the process of working on this.

15b. Most salient findings: Describe the most salient results of course or program SLO mastery rates data over the last review period, including results of disaggregated data. Include a discussion of how the results will be used to improve student learning.

Course SLO | HIST 10

**Limits: Race/Ethnicity** Asian, Black, Latine/x, White
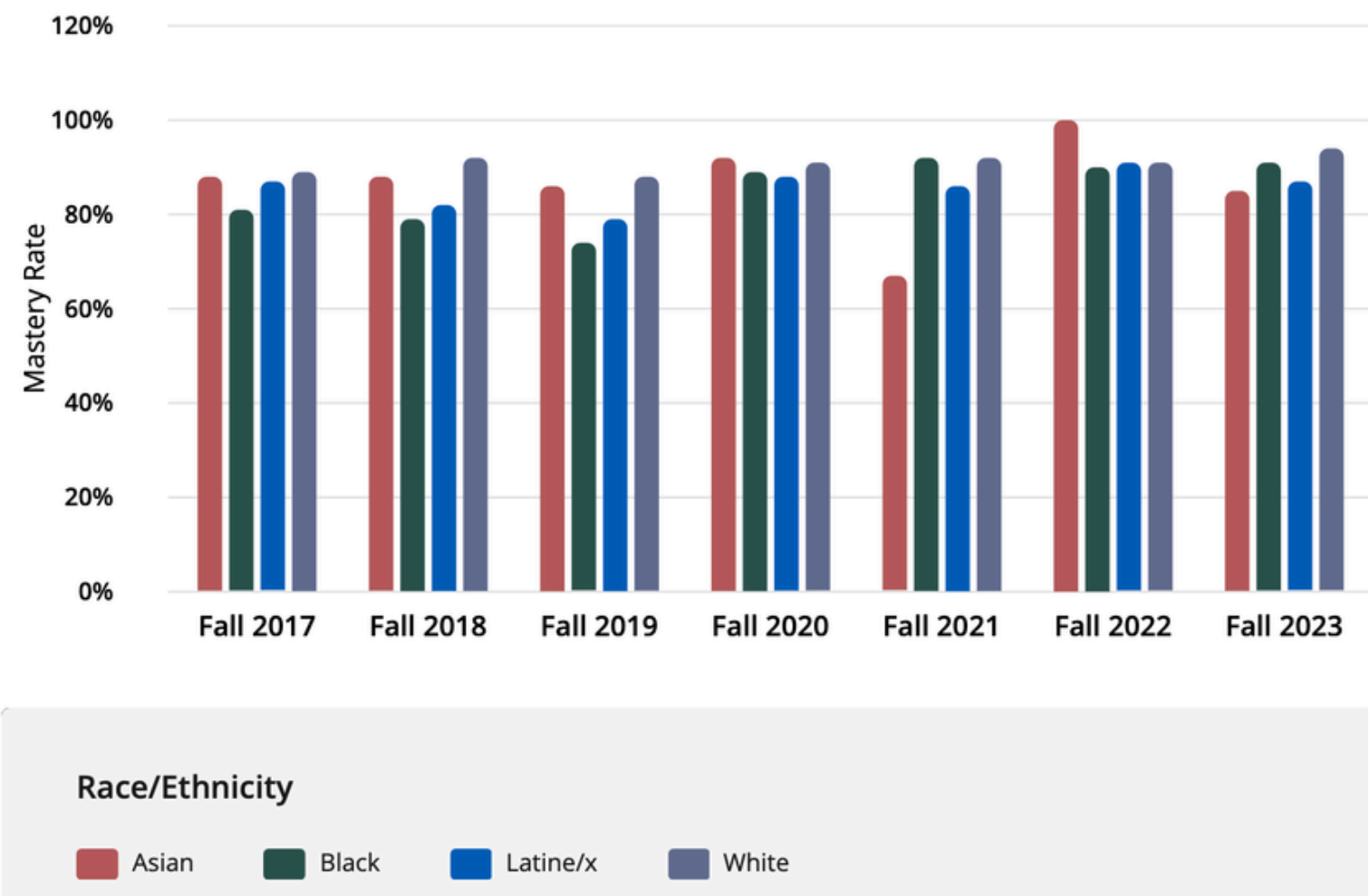
In examining the disaggregated data by race/ethnicity for the History department's highest enrolled course, History 10, we see equity gaps in learning outcomes for the three years before the pandemic. Then in Fall 2020, equity gaps were largely closed. They have returned in the three years since that semester, but to a lesser extent before the pandemic.

Course SLO | HIST 11

Limits: Race/Ethnicity Asian, Black, Latine/x, White
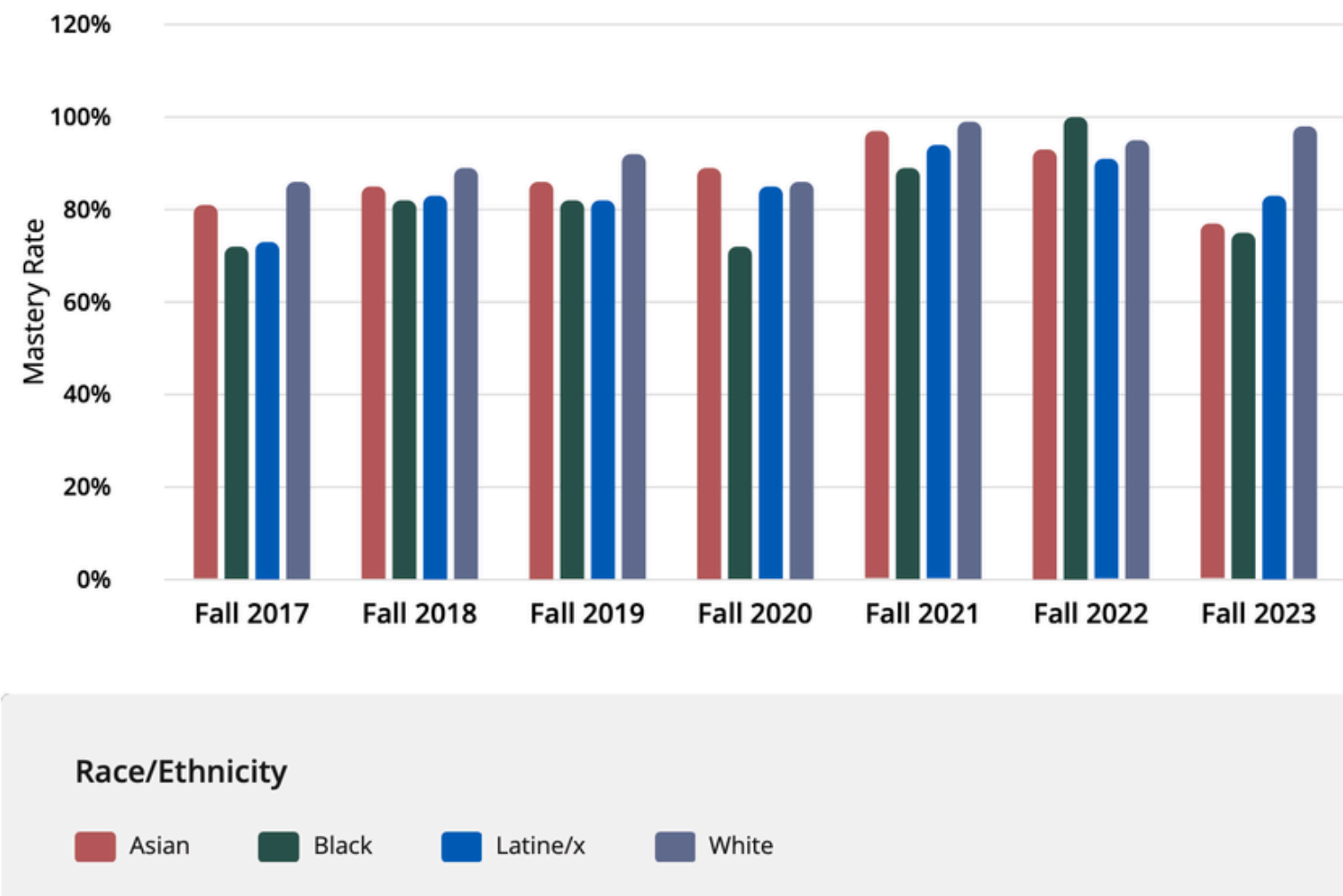
For History 11, we see a similar equity gaps to History 10 before the pandemic, and some closing of the gaps for Fall 2020 except for Black students. After the pandemic, we saw a rising of outcomes for all students, especially Black students. However, Fall 2023 shows a return of more pronounced equity gaps. It's not clear what the cause of this change is. We will need to discuss the data with faculty teaching History 11 to try to understand the cause and possible solutions.

Course SLO | History
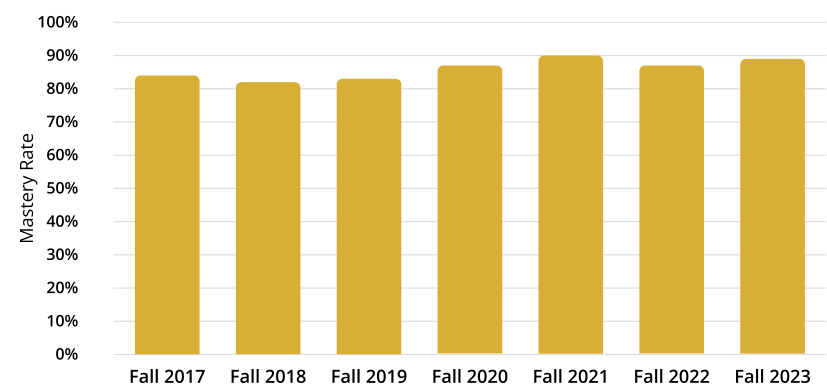
Measures: Mastery Rate and Successes and Attempts

	Fall 2017			Fall 2018			Fall 2019			Fall 2020			Fall 2021		
	Mastery Rate	Successes	Attempts	Mastery Rate	Successes	Attempts	Mastery Rate	Successes	Attempts	Mastery Rate	Successes	Attempts	Mastery Rate	Successes	Attempts
Measures	84%	5,030	6,005	82%	4,589	5,563	83%	3,935	4,741	87%	4,290	4,927	90%	2,433	2,68

Data loaded 23-Aug-1970

Degrees and Certificates:

16a. Analyze your program's degree and certificate award trends against your department's institution-set standards (minimum threshold) and improvement goals. Document any significant changes or trends over the last review period.

Ethnic Studies – AA Degree

The Ethnic Studies AA degree is a newly established program and, as such, has not yet had sufficient time to develop or assess institution-set standards. Since no degrees have been awarded yet, there are no trends to report for the current review period. The department will begin working toward establishing an AA-T (Associate in Arts for Transfer), in the next several years, which will provide a clearer framework for setting future targets and evaluating degree awards.

History – AA-T Degree

The institution-set standard for History AA-T degree awards was established at 49 prior to the COVID-19 pandemic. Due to pandemic-related disruptions, degree completion numbers experienced a decline. However, in 2023, there was a notable recovery, with degree awards totaling 59. This uptick signals a positive post-pandemic rebound and exceeds the pre-COVID institutional benchmark. This trend suggests that recent efforts in student support, advising, or curriculum alignment may be contributing to improved student outcomes.

The relatively low number of AA-T degrees may be due to the fact that many students enroll in History courses primarily to fulfill general education requirements for transfer. Data supports this: between 2017 and 2024, 83%–87% of students taking History courses indicated that their educational goal was to transfer. Ethnic Studies is likely to follow a similar trend, with 90%–94% of students enrolled between Fall 2022 and Fall 2024 reporting the same goal.

Degrees and Certificates | History

Measures: Degrees and Certificates

Award Type Detailed	Program Title	2015-2016	2014-2015	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.A.-T	History	37	22	33	38	49	42	42	32	42	59
	Total	37	22	33	38	49	42	42	32	42	59
Total		37	22	33	38	49	42	42	32	42	59

Data loaded 23-Aug-1970

16b. Which student racial/ethnic groups disproportionately earn more awards in your program? Which racial/ethnic groups earn disproportionately fewer degrees and certificates?

The data indicates that AA-T degrees in History have been relatively evenly distributed between Latinx and White students over the years, though their share fluctuates somewhat from year to year. In contrast, students from all other racial and ethnic groups have earned relatively few degrees during this period.

Output image

16c. Based on your analyses, what changes is your program exploring, including addressing any equity gaps?

The department is not currently pursuing any program changes. However, the overall low number of degrees awarded—particularly among racial and ethnic groups outside of Latinx and White students—warrants further exploration to better understand the underlying causes and address potential barriers to completion.

If applicable:

17a. Labor Market Data: Discuss the labor market demand for your program. What is the gap between demand and supply? How does labor market data inform your overall program planning?

N/A

17b. Additional Assessment: Describe the results of any additional assessment or evaluation your program conducts and how the findings inform program planning and improvement.

N/A

F. Your Program's Past and Future

Past Action Plan:

18. Discuss the progress made on the action plan and objectives from your program's last review.

In reviewing the progress made on the action plan and objectives from the last program review, it's clear that significant strides have been made in key areas, even though some objectives remain ongoing. Here's a breakdown of the accomplishments:

1. Ethnic Studies Program: One of the major successes was the revision and successful establishment of the Ethnic Studies program. This represents a strong commitment to diversifying the curriculum, meeting state and CCC requirements, and ensuring that students are provided with a broad, inclusive perspective on history and culture, which is critical to fostering a more equitable learning environment.

2. Reducing Equity Gaps: Substantial progress has been made in narrowing equity gaps in student success, particularly in History courses. The targeted efforts to provide training on equitable classroom and online course design have yielded positive outcomes. The increase in overall student success rates across all groups is encouraging, with significant improvements for African American, Latine/x, and Asian American students. Specifically:
  - African American student success increased by 14%, from 48% to 62%.
  - Latine/x students saw a rise of 11%, from 58% to 69%.
  - Asian American students' success rate grew by 11%, from 74% to 85%.
  - Comparatively, White student success rose by 8%, from 79% to 87%.
  This represents a tangible reduction in equity gaps, with African American students showing a 6% decrease in the gap, Latine/x and Asian American students seeing a 3% decrease each. These figures suggest that the interventions put in place are making a noticeable difference, and further efforts could continue to build on this progress.

3. Online Course Training and Resource Sharing: The program has also made strides in training instructors and sharing resources for online courses. Although the long-term goal of creating baseline standards for online courses was not fully achieved, the development of a shared understanding of best practices marks a positive first step. Moving forward, the next objective will be to translate this shared understanding into concrete guidelines, which will help ensure that best practices are implemented consistently across the program.

In conclusion, while not all objectives from the previous review cycle have been fully realized, the accomplishments in revising the Ethnic Studies program, reducing equity gaps, and enhancing online course delivery are commendable. These efforts represent meaningful progress toward achieving the broader goals of inclusivity, equity, and student success.

Future Action Plan:

19a. Considering your program's past plan and this review's findings, what challenges and concerns need to be addressed in the next review period?

For the next review period, the following challenges and concerns need to be addressed:

1. AI in Writing – The AI committee must establish clear guidelines and best practices in regards to AI use by students. Key concerns include academic integrity, equitable access, and ensuring AI does not replace critical thinking and original work. This is of utmost importance as History and Ethnic Studies are fields that are writing fields.

2. Ethnic Studies Program Development – As the program moves toward becoming an independent department, challenges include securing faculty lines, classroom and office space, and an administrative assistant that requires funding and administrative approval. The program must also ensure student engagement and support structures.

3. Online Course Design - The creation of baseline standards for online courses remains a priority, and efforts will need to focus on developing clear, actionable guidelines for instructors. While workshops are ongoing, faculty adoption and effectiveness remain concerns. Challenges include providing adequate training, ensuring accessibility and engagement in online formats, and addressing potential faculty resistance or technological limitations.

4. Department Community Building – Sustaining and expanding internships, externships, and social events requires logistical coordination and funding. Engagement strategies should promote diverse student participation, with a particular focus on increasing the visibility and impact of Ethnic Studies events. This includes programming for Black History Month, Latinx History Month, Asian Pacific Islander Heritage Month, LGBTQ History Month, National Native American Heritage Month, other cultural celebrations.

5. Study Abroad/Inbroad – Efforts to expand these opportunities must consider financial barriers, program partnerships, and student interest. Addressing equity in access to these programs is a key concern.

6. Reduce equity gaps - efforts to reduce equity gaps should be maintained, with an emphasis on continuing to support historically marginalized groups to ensure that the positive trends in student success are sustained and further improved.

Overall, the department needs to balance growth initiatives with resource limitations while ensuring inclusivity and long-term sustainability.

19b. Identify 1 – 5 goals for your next review period's Action Plan to address your program's challenges and concerns. Label the goals Ongoing, Revised, or New.

1. AI in Writing (New)

2. Ethnic Studies Program Development (Ongoing)

3. Online Course Design (Ongoing)

4. Department Community Building (Revised)

5. Study Abroad/Inbroad (Ongoing)

6. Reduce equity gaps (Revised)

G. Resources and Budget

20. What are the most critical resources needed to implement your program's Action Plan in the next review period?

The most critical resources needed to implement the program's Action Plan in the next review period include:

Funding for Faculty and Administrative Support – Establishing Ethnic Studies as an independent department requires securing faculty lines, classroom and office space, and an administrative assistant. This will necessitate funding approval and administrative backing.

Professional Development Support – Faculty need access to workshops and training for online teaching and AI in writing. Resources should include stipends, structured training programs, and time allocation for faculty to engage in professional development.

Financial Aid and Grants for Study Abroad/Inbroad – To ensure equitable access, additional funding is needed to offset financial barriers. This could include scholarships, partnerships with institutions to lower costs, and internal grants for students with financial need.

Logistical Coordination and Funding for Department Community Building – Successful implementation of internships, externships, social events, workshops, and graduation ceremonies requires dedicated personnel and budgetary support for event planning, outreach, and operational costs.

Institutional Support for Program Partnerships – Strengthening study abroad/inbroad and internship opportunities will require administrative support to develop partnerships with other institutions, secure agreements, and streamline processes for students and faculty.

Overall, securing financial, administrative, and professional development resources will be key to advancing the program's initiatives effectively.

21. If additional resources are needed to implement your Action Plan, what new funding sources and/or budget reallocations is your program exploring?

Funding for our department are only for office supplies and direct classroom materials only. Funding for other initiatives have come from other sources including Global Equity, Admissions outreach, Student Equity Center, and SMC Associates. However, these are typically one time funds and there is no sustaining funding sources.

This form is completed and ready for acceptance.