

## 2023-24 Program Review

Program Name: History

Program Contact: Judith Hunt & Tatiana Irwin

Academic Year: 2023

Status:

Updated on: 9/28/2023

### **INTRODUCTION: WHAT IS PROGRAM REVIEW FOR?**

The goal of program review is to assess how well our programs are doing. Program review asks us to:

- Reflect on the state of student learning or support in our disciplines and programs, by discussing:
  - efforts to achieve equity across student populations and modes of delivery;
  - results of assessment activities aimed at improving or researching student learning;
  - new challenges or changes to the program.
- Identify resources that we need to change and improve.

Though program review is tied to accreditation, ultimately, we want program review to be meaningful for us. This means we want to use program review to highlight and celebrate what is working, identify what isn't and to figure out what we can do about it. Program review also provides an opportunity to assess how those things work in practice, and work to improve our practices to be able to serve our students even better. It also serves to create cross-campus understanding and dialogue and make more informed decisions in our teaching and programs. Program review is also an opportunity to advocate for change and for resources by showing need and equity issues that we need additional support to be able to address.

#### **1. Description of Program (200-400 words)**

- Provide a brief description of the program and how it supports the following:
  - [CSM Mission and Values Statements](#)
  - [CSM Statement of Solidarity](#)
  - [CSM's Strategic Priorities](#)
  - [SMCCCD's Strategic Goals](#)
  - [CSM Forward 2028 - Education Master Plan](#)
- Identify any factors, including federal, state, or local initiatives, that have impacted the program and the students served.

The History program is dedicated to student-centered learning and strives to promote academic excellence and support student success with an innovative course design. We offer survey courses in World history and United States history that are transferable to UC, CSU and fulfill CSM General Education and History AA-T requirements. Our courses fulfill CSU and UC GE requirements as well as History Major requirements. The transferability of our courses supports the District and CSM institutional mission of offering clear and efficient paths to transfer and degree completion (Guided Pathways). In alignment with CSM's Statement on Solidarity, the History program serves students from diverse backgrounds, offers curricula that is inclusive, and provides student-centered research and writing. Collectively, our courses offer students the opportunity to better understand their own histories and the histories of their communities while also learning the histories of people different than themselves. Over the past several years, we have revised our course outlines, course context, and pedagogies with the expressed purpose of promoting equity and social justice through inclusive curricula.

Driven by our desire to help students achieve their goals and a commitment to contribute to the District's *Students First: Success, Equity, and Social Justice initiative* (hereinafter abbreviated DSI #1) and CSM's *Strategic Goal: Improve Student Success* (hereinafter abbreviated CSG#1), we have revised our course outlines. As a result, our courses now emphasize diversity, particularly regarding race, ethnicity, class, gender, sexuality, and cultural worldviews (CSM Forward 2028 hereinafter abbreviated

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EMP 2028). Perhaps more importantly, due to continued efforts at innovative curriculum design, our courses place a greater emphasis on the historical legacies of equity and inequity. These revisions, aimed at diversity and inclusion, offer a multitude of voices that challenge traditional historical narratives and provide students greater opportunities to see themselves, their communities, and their concerns in curriculum. As students increasingly connect with the course material, they gain a deeper understanding how these histories shaped, and continue to shape, our collective past. (CSG #2, EMP 2028). With a focus on inequity, social justice, and diverse historical perspectives, our courses promote critical thinking, encourage collaborative learning and enhance analytical reading, writing, and research skills. It is our goal to make all our courses as academically, professionally, and personally relevant to CSM students as possible (DSI #1, CSG #2).

Faculty regularly discuss and evaluate course curricula, lesson plans and assignments, and are actively engaged in professional development opportunities offered by the College, the District, and the larger academic community. For example, faculty members participate[d] in District and College Flex Day activities as presenters and participants; the summer NCORE Conference, the Stanford Epic Fellows program, Justice Systems Impacted Student Conference; Guided Pathways Conference; Skyline College's Equity Institute, E3T2S Equity Training; the American Historical Society and the Pacific Coast Branch meeting of the American Historical Association; and regularly participate in workshops and seminars offered by *Facing History and Ourselves*, a national organization that works with K-12+ educators to "heighten students' understanding of racism, religious intolerance, and prejudice; increases students' ability to relate history to their own lives; and promotes greater understanding of their roles and responsibilities in a democracy." We have also offered a team-taught early college section of HIST 201 for high school juniors at Half Moon Bay High School and regularly work with students in Middle College. All History faculty work with Middle College students (DSI #2 & #3).

History faculty also use experiential learning, field trips to historic sites and museums, archival materials to enrich course content and teach historical thinking skills. Additionally, students are encouraged to conduct oral histories as a method of research, connecting the work they are doing in the classroom to local communities. Examples of oral history projects include interviews with People's Temple members and survivors of Japanese internment camps. The program has also built relationships with Workforce Development to connect students to internship opportunities in the Bay Area, including the Computer History Museum and Benicia Historical Museum. This, along with visits to historical sites, archives, and museums engage students with history professionals, help student explore career paths, and strengthen the College's ties to the broader Bay Area community (DSI #2 & #3, EMP 2028).

### **2. Results of Previous Program Review (200-500 words)**

- a) Describe the results of your previous Program Review's action plan and identified equity gaps.
  - Previous Goals
  - Results Achieved
  - Changes Implemented
  - Plans still in progress
  - Any notable or surprising results and outcomes
- b) Explain any curriculum or programmatic changes since last program review
  - To specific courses, or to any discipline as a whole
  - Includes degree, certificate, or course sequences, program delivery or structure, etc.
- c) Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment: Describe learning or area assessment plans implemented since last Program Review, including any activities undertaken to address equity or delivery mode gaps. Your summary should explain:

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- SLO/SAO
  - What did the assessment focus on?
  - Was it discipline/program/service-specific or interdisciplinary/a collaboration between programs or services?
  - Why was it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
- Assessment results
  - What was the activity or intervention?
  - What were the outcomes?
- Program improvements implemented
  - What did you learn from it?
- What changed?

Our previous assessment plan focused on two goals:

### **Goal #1: Contribute to the institutional, division, and district goal of decolonizing the curriculum.**

**Action 1:** Replace Western Civilizations with World Civilizations. (Fall 2022)

**Measurable Outcomes:** enhance students' understanding of the histories of non-Western Civilizations. Pre/Post Testing & Research/Writing Assessments.

**Goal Administrator:** Faculty teaching World History I or World History II.

**Action 2:** Review United States history (201 & 202) course outlines and assignments to evaluate the ways to enhance anti-racist and inclusive curricula that promotes student-centered learning, equity, and civil engagement.

**Goal Administrator:** Judith Hunt and Tatiana Irwin.

### **Goal #2: Promote intellectual autonomy, self-reliance, and civic engagement.**

**Action:** Create innovative research and writing assignments that allow students to explore topics relevant to themselves, their communities, and underscore the historical origins of oppression/liberation. These assignments should provide learning opportunities that promote self-reliance and intellectual autonomy.

**Measurable Outcomes:** Assess students' ability to develop a research topic; assess students' ability to identify and engage in scholarly sources relevant to their research topic.

**Goal Administrators:** Judith Hunt and Tatiana Irwin.

Assessments/Outcomes:

Goal #1: We have implemented the World History courses and have also divided the Women in U.S. History survey into two courses. Much to our surprise, student demand for World History has been lower than we anticipated. This could be that we launched the World History courses during the pandemic and we simply need more time to build student interest. We will need to work more closely with Counseling to ensure that they are aware of this curricular change. We are committed to the courses and will try to grow student demand.

We have made significant headway in bolstering course content in both HIST 201 and HIST 202 that contributes to the goal of decolonizing the curriculum. This semester, we are updating HIST 201 and 202 course outlines of record and plan to collaborate with faculty in Ethnic Studies to enhance interdisciplinary and inclusive learning across the curriculum.

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Goal #2: We have enjoyed some success with our efforts to promote intellectual autonomy, self-reliance, and civic engagement. This is particularly true with experiential learning assignments. Overall, the quality of work and level of student engagement with experiential learning has been stronger overall than other course assessments. We will continue to develop this assessment next year.

### 3. Current Program Review (200-400 words)

Please use the statistics below, which are college-wide, as a reference. Please refer to the Program Review website for individual program data.

College Stats 2022-23	Ethnicity	First Gen	Age	Gender	Total
<b>Headcount (unduplicated)</b>	Latinx 32% White 26% Asian 20% Filipino 7% Multiracial 7% Black 3% Pacific Islander 2% Unknown 3% Native American 0%	45% of our students are the first in their family to go to college.	66% 24 yrs. and under 18% Ages 25-34 17% over 35 yrs.	49% Female 48% Male 3% Non-disclosed or non-binary	13,180 students
<b>Enrollments (duplicated)</b>	Latinx 35% White 26% Asian 16% Filipino 6% Multiracial 8% Black 3% Pacific Islander 3% Unknown 3% Native American 0%	47% of enrollments were by students who are the first in their family to go to college.	76% 24 yrs. and under 13% Ages 25-34 11% over 35 yrs.	48% Female 50% Male 2% Non-disclosed or non-binary	37,014 enrollments

- a) **Student population equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment across student populations (statistics provided for ethnicity, first-generation, age, gender and total enrollment), or student population served.
- Findings: What has changed from the previous program review?
  - Analysis: What factors do you feel contribute to these gaps?
  - Resources: If you were granted a resource request, please note what that was and the impact it had.
  - Plans to address opportunity gaps: What has your program done to address these gaps?  
Include information on:
    - interventions implemented
    - any successes in closing gaps
    - ongoing challenges

Findings	Analysis	Resources	Plans to Address Opportunity Gaps
<b>1.</b> Despite a high rate of student retention, there is a significant decline in student success, particular in 2022/23. This decline is particularly evident	This pattern mimics divisional and college data.  We had enjoyed a good deal of success in previous years, so we	We need more qualitative data to help contextualize PRIE data. Student focus groups, exit interviews, etc.	Engage in campus-wide professional development opportunities and discussions to try to better understand if the decline in student success a trend or something is isolated to the 22-23 academic year.

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<p>among Black identifying students, Hispanic identifying students, and students under 25.</p>	<p>are not sure why the numbers are now closer to the College wide statistics. The available data does not provide much in the way of qualitative data to understand the decline in student success for the 2022-2023 academic year.</p>	<p>A more nimble and robust early warning system.</p>	<p>Try to capture some of the qualitative data on students who stay in our courses but do not pass the course.</p>
<p>2. Decline in student success for Asian International students.</p>	<p>While the success rate in History courses (77.8) significantly above the CSM rate (66%), it still represents a significant and concerning decline from previous years.</p>	<p>Work with academic counselors and the Office of International Education to better understand and address the shifting needs of international students.</p>	<p>Collaborate with the International Education Office to see if they can help us better understand the declining success rates for international students. Collaborate with the International Educational Office to strategic efforts to promote student success.</p>
<p>3. Significant decline in successful course completion for Black identifying and Hispanic identifying students.</p>	<p>We also saw a significant decline in student success among Black identifying students. In 20-21, the success rate was 91.7%, in 21-22, the success rate dropped to 71% and in 22-23, that dropped to 60%.</p> <p>In 20-21, the success rate for Hispanic identifying students was 81.8%, in 21-22, 79.6, and in 22-23, success rates dropped to 71.8%.</p> <p>Similar patterns are evident in both the Division data and the College-wide data. Perhaps this is related to the pandemic and the transition back to campus but it is hard to know without more qualitative data.</p>	<p>Create assignments that are culturally relevant, continue efforts at decolonizing the curriculum, and collaborate more closely with student support services.</p>	<p>Engage in campus-wide professional development opportunities and discussions regarding serving marginalized communities. Seek guidance from learning communities and continue to improve on delivering on culturally relevant and inclusive course material, readings, and assignments. Collaborate with Ethnic Studies to reinforce theoretic frameworks across disciplines reinforcing academic learning and skills.</p>

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- b) **Modes of Delivery equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served across different delivery modes. Please comment on in person services/instruction vs hybrid services options/instruction vs completely online services/instruction.
- Changes since last Program Review: What has changed, in terms of gaps, since last program review?
  - Analysis of gaps: What factors do you feel contribute to these gaps?
  - Plans to address opportunity gaps: What has your program done to address these equity gaps? Include information on:
    - interventions implemented
    - any successes in closing gaps
    - ongoing challenges

Changes since last Program Review	Analysis of Gaps	Plans to Address Opportunity Gaps
<p>We are offering more classes online than in previous years.</p>	<p>The overall retention and student success rates are not significantly different in online and hybrid classes.</p> <p>The one stark contrast between online and hybrid in terms of student success was with Pacific Islander identifying students. For this student population, greater success was achieved in Hybrid classes versus online classes.</p>	<p>We will continue to monitor student success and retention across modalities.</p> <p>Continue to offer different modalities so that students have choice and will continue to engage in professional development training for distant ed.</p>

(c) **Challenges and Opportunities:** Describe any **other** particular challenges, opportunities, or other factors that impact the success of your program (e.g., natural or health disasters, assessing whether a degree program is meeting its learning outcomes, developing new degree programs or courses, adapting to a changing student population, keeping a flagging program alive, starting a learning community, resources, etc.).

a. Course Caps/Teaching Loads:

While all faculty members in the History program wholeheartedly support the institutional initiatives to actively engage in anti-oppression, promote equity and better serve marginalized and hyper-marginalized students through academic excellence, it would be naïve for us to assume that this can be done without institutional investment. To require the same course enrollment caps and/or teaching loads but at the same time expect to net a radically different result is unrealistic. Creating and maintaining a learning environment that can achieve these goals requires a holistic and intrusive approach that provides both individualized attention and community-building on the part of students, faculty, and staff. Either significantly reducing course caps or providing a 4/4

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teaching load option, particularly since all of our courses that are reading, research and writing intensive, would afford us more opportunity to achieve our institutional goals and help bring the sentiments of the solidarity statement into fruition.

Full-time faculty are teaching approximately 200 students a semester which makes it very challenging to provide our students the attention they deserve. Part-time faculty have even more challenges since they often have multiple jobs. While we realize that there is not consensus among experts concerning optimal class sizes, there is agreement that “one-size does not fit all” and that discipline experts are the best positioned to know what works for students in their classes. In our professional opinion, large classes do not meet the needs of our students and hinder our ability to offer intellectually rigorous classes. As the College and the District solidify their commitment to anti-oppression and equity, investing time and energy in our students is important. For the History program, one of the primary ways that we seek to achieve equity is helping our students develop excellent research and analytical skills. Perhaps more now than ever, equity depends on the ability to critically engage in the way that histories are constructed. The ability to discern, access, and analyze information is a key component of anti-racism, student self-advocacy, and student empowerment.(CSM SG 1).

b. Language of Consumerism in District Strategic Plan:

The language of consumerism is slowly but surely being incorporated into the strategic plan. For example, Goal #3 includes the following statement: “many younger students are digital natives and expect higher education to incorporate the customer experiences provided by successful online retailers.” While this might seem like a trivial concern, analogies that liken students to “consumers” and educators and educational institutions as “retailers” stands in stark contrast to the eloquent sentiments articulated in our Solidarity Statement, our College Mission Statement, and the Strategic Plan. CSM’s newly minted Solidarity Statement clearly outlines the role of racialized capitalism (and consumerism that supports it) in creating and maintaining systemic oppressions and inequities. The use of language that promotes a market mentality frays at the intellectual and moral imperatives of anti-racism and social justice. The capitalistic norms that predicate the consumer/retailer model do not promote the goals of our program or our institution. We are unwavering in our commitment to learners and understand our students as conveyers of knowledge, not consumers.

### **Opportunities:**

- a. Modality: We have revised all our course offerings to include DE supplements and all faculty have completed the second round of QOTL training. Moreover, one faculty member, Tatiana Irwin, has completed a Digital Humanities summer program. The ability to offer our course face-to-face, online and hybrid expands student accessibility. We also believe that these modalities, particularly hybrid, offer potential innovation in undergraduate research and writing assignments (CSM SG 1& 2& 3). However, there are also significant challenges that come with distance education.
- b. Technology: One upside that came in the wake of the pandemic is that students now utilize Canvas and other educational technology with aplomb. This makes the possibilities of Zero cost courses more realistic, facilitates different forms of student collaboration, and offers innovation in experiential learning. It also helps students without transportation access campus resources. However, disparities to internet access and computers that need to be addressed. (CSM SG 3 & 5)
- c. Exit Survey: The development and systematic implementation of a standardized exit survey would be useful. Understanding why students make the decision to leave CSM and what they do once they leave will help us understand more specifically the ways that the program can further assist students in reaching their goals. The data available does not adequately explain the factors that drive student decisions to withdraw from a course.

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- d. **Data:** It would be very helpful to have more robust data on students who do not successfully complete our courses. For example, it would be helpful to know, percentage wise, if they are withdrawing from all of their courses, some of their courses, or just their history course. Likewise, of the students who did not pass the course with a C or above, was it only this course or was it more of their courses? What percentage of students who do not successfully complete the course have completed either ENGL 100 or ENGL 105? This would help us discern whether it is a systemic problem that required a more holistic initiative or if it is localized and can be improved through innovative and contemplative pedagogy/curriculum design.

### **4. Planning**

a) **Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment for 2023-2025:** Describe learning or area assessment plans for this Program Review cycle, **including any activities planned to address equity or delivery mode gaps.**

Your summary should explain:

- SLO/SAO
  - What will your assessment focus on?
  - Is it discipline/program/service-specific or will it be interdisciplinary/a collaboration between programs or services?
  - Why is it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
- Assessment plan
  - What is the planned activity or intervention?
  - Describe next steps and the timeline for your SLO/SAO assessment
- Resources for SLO/SAO assessment
  - What resources will you need to assess changes (i.e., PRIE support in the form of specific data, surveys, etc.)?

SLOs/SAOs	Assessment Plan	Resources for SLO/SAO assessment
<p>Across our courses, SLO #2 concerns research skills and discernment of sources—we propose refining experiential learning/reflection essay assignment to help students with this SLO.</p>	<p>Use this assignment to measure intellectual autonomy and engagement in culturally relevant research/experiential learning.</p>	<p>Student activities, student grades, faculty feedback on assignments, student feedback on assignments.</p> <p>We plan to collaborate with Ethnic Studies faculty in revising our experiential learning assignments in an effort to reinforce interdisciplinary learning.</p>

### **b) Program goals**

Based on your current review of your program’s equity gaps, learning assessments and challenges and opportunities, identify specific goals and plans. Please note that whereas SLOs/SAOs involve assessing and measuring a specific skill or knowledge students will be able to do/understand upon successful completion of a course, program, service, and/or degree/certificate, program goals reflect overall aspects of your program or service you hope to improve.



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Please note that closing equity gaps is a College-wide priority. If there are significant equity gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served in your program, these should be addressed in at least one of your goals (see 3a and 3b).

For each goal, you should include:

- A brief description of the issue being addressed (equity gap, etc.)
- What actions you plan to take
- What measurable outcomes you hope to achieve
- A timeline
- Who is responsible
- What support do you anticipate needing in order to achieve your goals and plans, including:
  - Professional development activities
  - Institutional support
  - Collaborations
  - Training
  - Resources

### b. Program goals

#### **Goal #1: Contribute to the institutional, division, and district goal of decolonizing the curriculum.**

**Action 1:** Revise United States history (201 & 202) course outlines, readings, and assignments to enhance anti-racist and inclusive curricula that promote student-centered learning, equity, and civil engagement.

**Action 2:** Collaborate with Ethnic Studies faculty to design complementary curricula encourages meaningful interdisciplinary student learning.

**Measurable Outcomes:** Design and evaluate student learning through experiential learning assignments. Collaborate/consult with Ethnic Studies faculty.

**Goal Administrator:** Judith Hunt and Tatiana Irwin.

**Timeline:** Collaboration and Assignment Design: Fall 2023-Spring 2024.

Implementation/Data Collection & Evaluation: Fall 2024. Reassessment of Goal: Spring 2025.

#### **Goal #2: Promote intellectual autonomy, self-reliance, and civic engagement.**

**Action:** Create innovative research and writing assignments using experiential learning that allow students to explore topics relevant to themselves, their communities, and underscore the historical origins of oppression/liberation. These assignments should provide learning opportunities that promote self-reliance and intellectual autonomy.

**Measurable Outcomes:** assess students' ability to develop a topic; assess students' ability to identify and engage in scholarly sources relevant to their topic.

**Goal Administrators:** Judith Hunt and Tatiana Irwin.

**Timeline:** Collaboration and Assessment Design: Fall 2023-Spring 2024.

Implementation/Data Collection & Evaluation: Fall 2024. Reassessment of Goal: Spring 2025.

For the History program, one of the primary ways that we seek to achieve equity is helping our students develop excellent research and analytical skills. Perhaps more now than ever, equity depends on the

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ability to critically engage in the way that histories are constructed. The ability to discern, access, and analyze information is a key component of anti-racism, student self-advocacy, and student empowerment. Further, for students to see themselves as scholars and change agents, we need our institution to invite scholars to speak on our campus, support faculty development of quality ZTC materials, and invest in our Learning Commons and archives. Finally, students cannot learn when their needs are not met outside of the classroom. Institutionally and in partnership with our community, we must address issues of transportation, food insecurity, housing insecurity, mental health, and the technological divide. Hopefully, the recently launched District and College initiatives (including free-tuition, increased health services, transportation assistance, funded study-abroad opportunities, and soon-to-come student housing) will prove effective in bolstering the academic success of our students. Our goals for the next program review cycle require support. Institutionally, we need an address of class caps and course load.