

PROGRAM REVIEW Fall 2020

Program: History

Division: BSSL

Date: October 1, 2020

Writer(s): Dr. Teri Ann Bengiveno & Dr. John Rosen

SLO/SAO Point-Person: Dr. John Rosen

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g. Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2020-21 academic year. It should describe plans starting now and continuing through 2021-22.

Sections: This Program Review has been shortened due to the COVID-19 pandemic. The Program Review Committee understands that you are completing this program review in a time of stress and disruption and that this may affect many of your responses. Sections and questions are marked with the name of the committee or office that will use the information.

- The first section focuses on general program reflection and planning.
- The second section has specific questions to be filled out by all programs this year.
- The third section is a review of curriculum, to be filled out only by programs with curriculum.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional: Communicate with your dean about completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by Monday, November 2.

Links:

Program Review Home Page: laspositascollege.edu/instructionalprogramreview

Fall 2019 Program Reviews: laspositascollege.edu/programreview/pr2019.php

Frequently Asked Questions: laspositascollege.edu/instructionalprogramreview/programreviewfaqs.php

Section One: Program Snapshot [Program Review Committee]

For assistance with this section, contact the Program Review Committee Chair. [\[https://bit.ly/3fY7Ead\]](https://bit.ly/3fY7Ead)

No Significant Changes Option

Contact person:

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot. **Programs must still complete all other sections (as applicable).**

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: Fall 2019.

A. Accomplishments: What plans were achieved during AY19-20? You may describe achievements that were or were not planned in earlier Program Review. Your response may include actions regarding COVID-19. Please highlight any positive impacts to students.

In Fall 2019, we revised most of our course SLOs and our PSLOs to better reflect the substance of our courses and program. We expect that these revisions will also produce more meaningful and useful assessment results.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW				
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input type="checkbox"/>	Services to Students
<input type="checkbox"/>	Course Offerings	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input checked="" type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Curriculum Committee Items	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Student Equity
<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	Technology Use

B. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Your response may include issues regarding COVID-19. Please highlight any negative impacts for students.

Our program did encounter a significant obstacle, which was related to COVID-19. Part of our plan for the 2019-2020 academic year was to hire a new full-time faculty member to teach our new courses, HIST 3 and 4, which were planned to be offered for the first time in Fall 2020. In the latter stages of the hiring process – the day before the second-level interviews were scheduled to take place – the hire was placed on an indefinite “pause” because of the anticipated district-wide financial fall-out related to Covid-19. Without the new hire, we had to cancel History 3 and 4 for the fall. Moreover, because we had set aside three other courses for the new hire, our Dean decided to cut those courses as well as part of the college’s cost-cutting measures (unstaffed courses were targeted for cuts).

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW		
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	LPC Planning Priorities	Services to Students
X	Course Offerings	x	Financial/Budgetary	LPC Collaborations	SLO/SAO Process
	Curriculum Committee Items		Human Resources	Pedagogy	Student Equity
	External Factors		Learning Support	Professional Development	Technology Use

C. IR Data Review: Describe any significant trends in your program’s data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.) You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.

IR Data packets are available here: <https://bit.ly/2lYaFu7>

Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

For assistance with this question, contact the Director of Institutional Research and Planning. <https://bit.ly/3fY7Ead>

Most of our data has remained constant over the past few years. Our enrollment numbers, which decreased slightly, reflect the overall college decrease, which also has contributed to the decline in productivity from 2018-19 to 2019-2020. A few other things stand out. Our percentage of female students increased in both semesters (a small increase, but noticeable (5% in spring). Because of the loss of a full-time faculty member from the previous academic year, the percentage of FTEF from full-time faculty also showed a noticeable decrease from 2018-19 to 2019-2020. The other noticeable change was in the percentage of students withdrawing from courses, which increased in both Fall and Spring (from 16% to 23% for Fall and 15% to 25% for Spring). While the numbers for Spring were likely in part a result of the Covid-19 crisis, the trend on a whole seems to reflect the larger number of students withdrawing from courses rather than receive grades of C or lower, as the percentage of students receiving those grades decreased (while those earning “A”s and “B”s remained constant.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW		
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	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items	x	Human Resources		Pedagogy		Student Equity
x	External Factors		Learning Support		Professional Development		Technology Use

D. Short Term Planning: What are your most important plans, either new or continuing, for next year? Describe plans starting now and continuing through AY 21-22. (Optional: You may also describe long-term plans if desired.)

We will be offering HIST 3 and 4 using a part-time instructor beginning Spring 2021. We still hope to be able to hire our new faculty member for World History when the financial circumstances allow for it to be “unpaused.” Now that we have our 3-year PSLO plan, we will be making a concerted effort to compile SLO data in Fall 2020 – Spring 2021 so that we can assess our pedagogy as well as student success in our courses.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
X	Course Offerings		Financial/Budgetary		LPC Collaborations	X	SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

Section Two: Institutional Planning Topics (Required for All Programs)

A. Equity [Student Equity and Achievement Committee]: Please describe any recent actions your program has taken to increase equity and/or any challenges your program faces in promoting equity and equity-based decision-making? Areas to consider include students impacted by race/ethnicity, gender, sexuality, age, or disability status, as well as students who are disproportionately impacted due to the shift to remote instruction.

For assistance with this question, contact the Director of Student Equity and Achievement. [<https://bit.ly/3fY7Ead>]

This History Department met the Set Standard Target Rate. Our Fall data indicates a decrease in enrollment with an increase of female students and decrease of male students. African American, Latino, and White student numbers decreased while Asian and Filipino numbers increased. There was an increase in first time any college students and a decrease in first time transfer, continuing and returning students. Spring data indicates a decrease in enrollment with a decrease of female and male students. There was an increase in African American, Asian, and Filipino students and a decrease in Latino Students. There was a decrease in first time transfer and an increase in student continuing enrollment. One Historian is a Connect Up Coach designed to assist our African American student population with a goal of increasing the retention rate of African American students.

B.

SLOs/SAOs [SLO Committee]:

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

B1: Instructional Programs with PSLOs

B2: Instructional Programs without PSLOs or with Special Circumstances

B3: Non-Instructional Programs

Skip to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

B1: Instructional Programs with PSLOs

In this year's Program Review, and in support of Accreditation, we would like a snap-shot on how your program plans to collect, discuss and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

As a program, please select one PSLO for a degree or certificate to focus on. This PSLO should reflect one area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, to update pedagogy, equity issues, or to examine a new degree/certificate, etc.

In this section, describe your plan for assessment data to be collected, analyzed and discussed, and reported out in next year's Program Review. Your plan should identify the CSLOs that feed into your selected PSLO so that a complete data set is collected. You may choose to do this over one or two semesters. In next year's Program Review, you will be asked to summarize your SLO assessments,

analysis of those findings, and proposed changes that may be implemented to improve teaching and student learning.

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

B1a. In the space below, insert the complete wording of the PSLO and potential reason(s) for selecting it for analysis.

This year, the first of a three-year cycle, the History Program will be assessing the following PSLO: “Upon completion of the AA-T in History, students are able to explain major historical developments in United States and World History.” We selected this PSLO for a few reasons. First, it is our one “content-based” (as opposed to “skill-based”) PSLO, and we have not systematically assessed it in years. Second, with all of our instruction online this academic year, our faculty are developing new ways to teach the “content” related SLOs that we may we might want to adapt to our face-to-face courses when we return to campus (in contrast, many of the methods we are using to achieve our analytical/research/writing-communication-based SLOs will not convert back to face-to-face instruction). It seems to us that this is a good opportunity to reevaluate how we teach our content. Our hope is that we will be able to determine which methods are most successful in terms of improving student success relating to the above PSLO.

**B1b.
In
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table below, list the CSLOs that feed up to the identified PSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.

(If this different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositacollege.edu and ahight@laspositacollege.edu)

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021
Upon completion of HIST 1, students will be able to explain the major political, economic, social, and cultural developments in Western Civilization before 1600, their causes and effects, and historical significance	X		
Upon completion of HIST 1, students will be able to explain the significance of major discoveries and developments in technology, science, art, architecture, and literature		X	
Upon the completion of HIST 1, students will be able to identify and distinguish the physical and political geography of Western Civilization	X		
Upon completion of HIST 2, students will be able to explain the major political, economic, social, and cultural developments in Western Civilization since 1600, their causes and effects, and historical significance	X		

Upon completion of HIST 2, students will be able to explain the significance of major discoveries and developments in technology, science, art, architecture, and literature		X	
Upon the completion of HIST 2, students will be able to identify and distinguish the physical and political geography of Western Civilization	X		
Upon completion of HIST 3, students will be able to explain the historical developments and practices of major belief systems.		X	
Upon completion of HIST 3, students will be able to explain political, economic, social, and cultural developments across natural, regional and cultural boundaries.		X	
Upon completion of HIST 4, students will be able to explain political, economic, social, cultural, and environmental developments across natural, regional and cultural boundaries.		X	
Upon completion of HIST 4, students will be able to identify the ways trade, migration, warfare, cultural and biological exchange affect human groups from 1500 C.E. to the present.		X	
Upon completion of HIST 7, students will be able to analyze major political trends, attitudes, conflicts, and events – including both mainstream and reform efforts – and explain their historical significance	X		
Upon completion of HIST 7, students will be able to explain the major social, cultural, economic, and technological developments in United States History through Reconstruction, their causes and effects, and their historical significance	X		
Upon completion of HIST 7, students will be able to explain U.S. History through analytical categories of race, class, gender, and ethnicity		X	
Upon completion of HIST 8, students will be able to analyze major political trends, attitudes, conflicts, and events – including both mainstream and reform efforts – and explain their historical significance	X		
Upon completion of HIST 8, students will be able to explain the major social, cultural, economic, and technological developments in United States History since Reconstruction,	X		

their causes and effects, and their historical significance			
Upon completion of HIST 8, students will be able to explain U.S. History through analytical categories of race, class, gender, and ethnicity		X	
Upon completion of HIST 14, students will be able to explain the history of California through analytical categories of race, class, gender, and nationality		X	
Upon completion of HIST 14, students will be able to explain the impact of California history on the economic, political, social, and cultural development of the United States	X		
Upon completion of HIST 14, students will be able to explain the major political, social, and cultural developments, their causes and effects, and their historical significance	X		
Upon completion of HIST 25, students will be able to infer kinship rules for Plains Indian societies	X	X	
Upon completion of HIST 28, students will be able to explain the historical significance of the federal government in the American West	X		
Upon completion of HIST 28, students will be able to explain the impact of western expansion on the political, social, and cultural development of the United States	X		
Upon completion of HIST 28, students will be able to explain the history of the American West through the analytical categories of race, class, gender, ethnicity, and nationality		X	
Upon completion of HIST 32, students will be able to explain the significant social, cultural, and economic developments and their impact upon women's lives	X	X	

B1c. When will analysis and discussion of the assessment data be completed (during next year's Program Review is an option)? The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

We will be collecting the SLO data in the Fall 2020 and Spring 2021 semesters. Our plan will then be to analyze the data in Fall 2021 and report our findings in next year's Program Review. We anticipate that our discussions of how to adapt/improve our pedagogy, and how to implement any changes, will be ongoing throughout the 2021-2022 academic year.

B2:

Instructional Programs without PSLOs or with Special Circumstances

If your department does not have PSLOs, you may choose one CSLO to focus on. This option may also be used if there is a strong departmental rationale for focusing on a single CSLO.

As a department, please select a course to focus on. The selected course and one of its CSLOs should reflect an area that you would like to investigate in depth. For example, your selection may focus on a course to improve student success, to update pedagogy, to analyze equity issues, etc.

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

B2a. In the space below, describe the rationale (such as this is not a degree-granting program, we focus mainly on non-degree courses, etc.)

B2b. In the space below, insert the complete wording of the CSLO and reason(s) for selecting it for analysis.

B2c. In the table below, list the CSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.

(If this is different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021

B2d. When will analysis and discussion of the assessment data be completed? (During next year's Program Review is an option.) The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

B3: Non-Instructional Programs

In this year's Program Review, and in support of Accreditation, we would like a snap-shot of how your student service area plans to collect, discuss, and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

Please select one SAO to focus on. This SAO should reflect an area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, increase best practices, to address equity issues, or to examine a new service/program, etc. The intent is for this section to be useful for reflection to develop best practices for serving students.

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

B3a. In the space below, insert the complete wording of the SAO and potential reason(s) for selecting it for analysis.

B3b. When and how will this SAO be assessed and data entered into eLumen? (If this different than the submitted template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

B3c. When will analysis of the assessment data will be completed (during next year's Program Review is an option)? The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [<https://bit.ly/3fY7Ead>]

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below. Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).

Not applicable.

B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? List needed changes below.

We updated the pathway for our AA-T to reflect the addition of HIST 3 and 4. They now appear as alternatives to HIST 1 and 2.

C. DE Courses/Degrees/Certificates [Distance Education Committee]: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

DE Addendums were submitted for HIST 3,4,25,28 and 32.