Program: History

Division: BSSL

Date: 10/24/23

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With the approval of the Academic Senate and the Institutional Planning and Effectiveness Committee, we are moving to a bi-annual cycle of program review updates and full program reviews. Fall 2023 is a Program Update cycle.

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

Time Frame: This Program Update *should reflect* on program status during the 2022-23 academic year. It should *describe plans* starting now and continuing through 2023-24.

Key Terms: The Program Review Glossary defines key terms that you can review before writing: https://bit.ly/2LqPxOW

HELPFUL LINKS:

1) [Program Review Committee Page for Writers](#)

2) [Fall 2022 Program Reviews](#)

3) [Frequently Asked Questions](#)

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

INSTRUCTIONS:

1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

2) If the requested information does not apply to your program, write "Not Applicable."

3) Suggested: Communicate with your dean while completing this document.

4) Send an electronic copy of this form to Nadiyah Taylor and your dean **by November 1, 2023**

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IMPORTANT CHANGES AND REMINDERS

Some sections have been removed for ease of completion. However, these important tasks will need to be reviewed by programs:

✓ **Check for Title V updates required for any of your courses or Programs:**

1. To check on the status of courses and programs to see if any updates are required

   a. Log in to CurricUNET

   b. Select "Course Outline Report" under "Reports/Interfaces"

   c. Select the report as an Excel file or as HTML)

2. If updates are needed, submit these updates to the Curriculum Committee

3. Then, compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered during certain semesters.

   a. If your map requires a non-Curricular change (i.e., course sequencing) consult your Pathway counseling faculty liaison to initiate any changes.

   b. If your map requires a Curricular Change (Program modifications) - these are initiated through the Curriculum Committee.

✓ **Review your programs to see if there are any modifications needed**

✓ **Review your programs and courses to see if any will be sunset or deactivate**

HAS YOUR PROGRAM HAD ANY SIGNIFICANT UPDATES SINCE THE LAST PROGRAM REVIEW?

☐ **No, I'd like to skip the update this year, and I understand that I can only do this twice in three years.**

THERE ARE TWO SECTIONS:

1. Updates - *All programs* (page 3)

2. CTE Review – *CTE programs only* (pages 4-7)

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ALL PROGRAMS: SECTION ONE

1. Please describe the most important updates, achievements, challenges, or barriers to your program in academic year 22-23.

In terms of achievements, we met our program set standard for 2022-23. Our chief challenge concerns our lack of full-time faculty. We consider this a significant barrier that has stunted our program. We currently have two full-time faculty members, whereas we had four as recently as 2019. The most significant of those two positions is a full-time instructor with a specialty in World History. We created curriculum for new courses in World History in 2018-2019 but have not had a qualified full-time instructor to teach them. Our efforts to replace this particular position have not been successful. In the 2022-23 academic year we had a new full-time faculty member that was split with Ethnic Studies. That individual primarily had an Ethnic Studies background and did not have a world history background. The fact that this individual did not fill the position of need for our program was problematic. They might have been more valuable to our program over time, but they decided to leave at the end of the year. This lack of a replacement for this position has affected our ability to offer in-person classes in World History (Hist 3 and 4), as qualified part-time instructors with that expertise are difficult to find. More generally, we feel that not having a full-time instructor to teach some of our program's core courses (Hist 1, 2, 3, and 4) negatively impacts the overall learning experience for students who need to take these courses. Lastly, since we have had not had replacements for the last two faculty members that have departed, the administrative tasks and responsibilities are concentrated on the two full-time faculty in the program. Given the class sizes of our courses, and that they are generally writing-intensive (and require significant grading/feedback), the full-time faculty are stretched thin.

2. What are the most important things your program observed with respect to student learning, equity, and success in 22-23? This could be related to your SLOs or from other sources.

According to the college data, student success in history courses was highest among Asian and Filipino students, while African Americans and "Hispanic/Latino" had the lowest success rates and highest withdrawal rates. This pattern was also consistent with our SLO/PSLO data, in

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which Asian, Filipino, and white students were most heavily represented in the "Mastery" or "Above Average" categories, while African American and "Hispanic" students had their highest percentage in the "Average" category. Our data generally conforms to the college data for these populations. For African Americans, our "success" rate is slightly higher than the average for the college, but the "withdrawal" rate is slightly higher. For the "Hispanic/Latino" population, our "success" rate is slightly lower than the college, while the "withdrawal" rate is slightly higher. We feel that these numbers are at least in part a result of our courses mostly being taught online for the past three years (these courses are asynchronous). For the 2022-2023 academic year, 81% of students in history courses were enrolled in online courses. The "success" rate for students in our online courses is slightly less than those in our in-person courses, but the withdrawal rate is much higher (this also aligns with our eLumen data, which shows a much higher percentage of students in the "no demonstrated achievement" category for online courses than for in-person or hybrid and hyflex courses). When analyzing the SLO data for their individual courses, several instructors in online courses noted the problem of some students not submitting any work and not being responsive to the instructor's attempts to intervene. We think that this equity gap could be bridged, in part, by increasing our in-person course offerings. Given the higher retention rates in our in-person classes, we believe that those students who are most in need of help/assistance will be more likely to get it (from our instructors and the college more generally) if they are taking classes on campus.

3. Got anything new planned for 23-24?

We already have relaunched the History Club, which has a strong active membership. We also plan on creating new a new "critical thinking" History course. As our in-person enrollments increase, we plan on increasing the number of courses that we offer in person – especially History 3 and 4, as long as we are able to find a qualified full-time instructor who is able to teach in person. We are also going to explore the possibility of revising our History 7 and 8 courses to make them more equitable and more effective in terms of accomplishing the learning outcomes and of covering the laundry list of measurable objectives that have been added to those courses over the years.

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CTE UPDATE (CTE PROGRAMS ONLY): SECTION TWO

Vicki Shipman will provide you with or support any data needs

LABOR MARKET CONDITIONS: EXAMINE YOUR MOST RECENT LABOR MARKET DATA (WITHIN THE LAST 2 YEARS).

1. Demonstrate labor market need (demand – completers = need); projected growth for the next five years.

2. What is the median income for occupations within your program?

ADVISORY BOARDS:

1. Has your program complied with advisory board recommendations?
      i. _____YES _____No

2. If not, please explain.

STRONG WORKFORCE PROGRAM METRICS: UTILIZING LAUNCHBOARD, REVIEW THE STRONG WORKFORCE PROGRAM METRICS. REVIEW THE DATA AND THEN REPORT ON YOUR SPECIFIC PROGRAM.

Data Reporting Notes:
Data are suppressed according to FERPA to protect students' personally identifiable information. Suppression takes place when too few students are included in the metric. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

LaunchBoard data metrics lag in terms of academic year reporting. For your program review

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SWP metrics, report on the latest year available with a notation of the year. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

CI. STRONG WORKFORCE PROGRAM STUDENTS

Report on students in your program who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) in the selected year or who enrolled in noncredit course(s) in Spring 2020 or any term in academic year 2021 and who enrolled on a TOP code that is assigned to a vocational industry sector in the selected year.

How may these metrics improve?

C2. SWP STUDENTS WHO EARNED 9 OR MORE CAREER EDUCATION UNITS IN THE DISTRICT IN A SINGLE YEAR

Report on students in your program, the proportion who successfully completed nine or more career education semester units in the selected year within a single district

How may these metrics improve?

C3. SWP STUDENTS WHO COMPLETED A NONCREDIT CTE OR WORKFORCE PREPARATION COURSE

Report on students in your program with a noncredit enrollment on a CTE TOP code or a noncredit enrollment in a workforce preparation course, the proportion who completed a noncredit CTE or workforce preparation course or had 48 or more contact hours in a noncredit CTE or workforce preparation course(s) in the selected year

How may these metrics improve?

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C4. SWP STUDENTS WHO EARNED A DEGREE OR CERTIFICATE OR ATTAINED APPRENTICESHIP JOURNEY STATUS

Report on students in your program the number of unduplicated SWP students in your program who earned a noncredit certificate, Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree on a TOP code assigned to a vocational sector and who were enrolled in the district on any TOP code in the selected year or who attained apprenticeship journey status on a vocationally flagged TOP code in the selected year and who were enrolled at any community college at the start of the apprenticeship program on a vocationally flagged TOP code

How may these metrics improve?

C5. SWP STUDENTS WHO TRANSFERRED TO A FOUR-YEAR POSTSECONDARY INSTITUTION

Report on students in your program who earned 12 or more units at any time and at any college at any time up to and including the selected year and who exited the community college system, the number of students who enrolled in any four-year postsecondary institution in the subsequent year

How may these metrics improve?

C6. SWP STUDENTS WITH A JOB CLOSELY RELATED TO THEIR FIELD OF STUDY

Report on students in your program who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study.

How may these metrics improve?

C7. MEDIAN ANNUAL EARNINGS FOR SWP EXITING STUDENTS

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Report on students in your program who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit

How may these metrics improve?

C8. MEDIAN CHANGE IN EARNINGS FOR SWP EXITING STUDENTS

Report on students in your program students who exited and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the beginning of the academic year of entry (for the first time ever as a non-Special Admit or return to any community college after an absence of one or more academic years) and the second quarter after the end of the academic year of exit from the last college attended.

How may these metrics improve?

C9. SWP EXITING STUDENTS WHO ATTAINED THE LIVING WAGE

Report on students in your program who exited college and did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following academic year of exit.

How may these metrics improve?

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