

LMC Comprehensive Program Review

Instructional Units

2017-2018

Program/Discipline: History

The following provides an outline of the required elements for a comprehensive unit/program review for Instructional Programs and Units. Upon completion of this report, please upload your document in the unit/program review application data/documents tab.

1. Program Changes

1.1. How have your degree and certificate offerings changed over the last 5 years? (e.g. new programs, discontinued or major changes to existing programs)

In the past five years the history program saw the retirement of Don Kaiper, who had been the history program coordinator for many years, and the hiring of Joshua Bearden, who has been with the college since the Fall 2016 semester. We have also begun offering new history courses, including Hist 55: History of Sexuality in North America, and Hist 061: African-American history. New courses in women's history and African-American history have been approved but not yet offered. These new courses also support several new programs in Social Justice Studies, including African-American Studies, LGBT Studies, and Chicano Studies.

We have also hired five new adjuncts in history since 2016.

1.2. What changes are you planning to your degree and certificate offering over the next 5 years? What is the rationale for the anticipated changes? Will these changes require any additional resources?

The history program needs to examine its course offerings and determine which courses need to be deleted from the catalog, which will continue to be offered, and which need to be revised. The SLOs in many COORs also needs revision. These changes are needed to reflect the approaches of the new personnel in the history program.

2. Degree and Certificate Requirements

Please review the data provided on all degree/certificate completions in your program, including locally approved College Skills Certificates from Fall 2012—Spring 2017.

2.1. For each degree/certificate offered, map a pathway to completion of courses within the major in a maximum of 4 semesters, assuming a maximum of 6-10 units of major courses within a semester. Use the following format:

Name of Degree or Certificate				
Semester	Semester 1	Semester 2	Semester 3	Semester 4
List Courses Needed for Degree or Certificate in each semester.	Hist 029 Hist 030	Hist 039 Hist 040	Hist 047 Hist 052	

3. Frequency of Course Offerings

Please review the data provided on frequency of all courses offered in your discipline in the last 2 years (Fall 2015-Spring 2017).

3.1. If a course has not been offered in the past two years, but is required for a degree or certificate, please explain why it has not been offered, and what the plan is to offer it in the future.

There are a number of courses that are “electives.” For example, Hist 047 is a class that a student could take to satisfy the elective requirement from Area 1 or Area 2 in the catalog. This course is not required per se, but students can select it from a list of possible courses.

3.2. If the course is not required for a degree or certificate, is the course still needed in the curriculum or is the department considering deleting it?

I think we need to take a look at all the courses listed under Areas 1 and 2 in the catalog and decide which ones really count towards a history degree. There are too many non-history courses listed there.

These courses have not been offered in the past five years:

Hist 033 (Historians: Their World and Their Craft)

Hist 046 (Native American history to 1830).

While these are worthwhile courses, we need to examine whether or not we have the personnel to continue teaching these courses, especially since we have developed new courses that could be offered instead.

3.3. For the next two years, project how frequently your program intends to offer each course. Please provide a rationale for any major changes from the last 2 years that you anticipate.

Course	Estimated Number of Sections Offered by Semester			
	Fall 2018	Spring 2019	Fall 2019	Spring 2020

<i>Hist 029</i>	3	3	3	3
<i>Hist 030</i>	3	3	3	3
<i>Hist 031</i>	1	1	1	1
Hist 034	1	1	1	1
Hist 035	1	1	1	1
Hist 038	1	1	1	1
Hist 039	1	1	1	1
Hist 040	2	2	2	2
Hist 047	1	1	1	1
Hist 052	1	1	1	1
Hist 055	0	1	0	1
Hist 060	1	0	1	0
Hist 061	0	1	0	1
Hist 056	1	0	1	0
Hist 057	0	1	0	1
Rationale for any Major Changes				
<p>We need to begin offering new classes in African-American history, history of American women, history of sexuality, etc. My plan is to offer these course on a Fall/Spring rotation beginning with the Fall 2018 term.</p>				

4. Existing Curriculum Analysis

4.1. Course Outline Updates

Please review the data provided on the status of COORs in your discipline. (Note: This data does not reflect courses submitted after May 2017.) For each COOR that has *not* been updated since Spring 2012, please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by April 18, 2018.

Course	Faculty Responsible for COOR Update
<i>Hist 031</i>	Bearden
<i>Hist 034</i>	Bearden
<i>Hist 035</i>	Bearden
<i>Hist 038</i>	Bearden
<i>Hist 047</i>	Bearden

Hist 033, 046 not included because I am proposing to delete these courses from our offerings. Also, I listed myself as the person responsible for assessing, but I may have some adjunct instructors assist since I do not teach Hist 034, 031, or 035.

4.2. Course Offerings/Content

How have your courses changed over the past 5 years (new courses, significant changes to existing courses)?	We have offered and/or developed new courses in history of African-Americans, American women, sexuality, etc.
How have these changes enhanced your program?	These courses offer students a larger variety of courses to choose from to complete their Area D transfer requirements

5. New Curriculum Analysis

5.1. If you are creating new degrees or certificates in the next 5 years: (Indicate N/A if no new degrees or certificates are planned.)

What additional courses will need to be created to support the new degree or certificate?	N/A
What significant changes to existing course content would need to be made to support the new degree or certificate?	N/A

6. Advisory Board Update (For all CTE TOP coded programs)

Give an overview of the current purpose, structure, and effectiveness of your Advisory Board. Include: membership, dates of last meetings over the past two years.

N/A

7. Assessment Effectiveness:

7.1. Course Level Assessment

Please review the data provided on assessment status of courses in your discipline in Cycle 1 (2012-2017).

7.1.1. If there were any courses that were not assessed in Cycle 1, please explain why they were not assessed.

Some courses were not assessed due to the change over in staffing. Don Kaiper left LMC in 2013, and then Josh Bearden began in 2015. There was a one year gap when all courses were taught by part time instructors. This shift explains why some courses did not get assessed in the previous cycle.

7.1.2. If a course was not assessed in Cycle 1 because it was not offered, what is the future of that course?

- a. Delete the course
- b. Market/promote the course to gain enrollments
- c. Other

As I mentioned above, there is a need to discuss certain courses (such as Hist 033, Hist 046). Some courses do need to be deleted to make room for new courses.

7.1.3. Course level assessment should be meaningful, measurable and manageable. Overall, reflecting on the course level assessment, please rate the degree to which you feel your assessments meet these 3M's.

Meaningful:

1	2	3
The assessment was not meaningful in collecting data or information that supported course improvement or pedagogical changes.	The intent was understood, but the outcome fell short of meeting the objective of course assessment, which is to improve student learning. The changes to the course or pedagogy to support the course were not clear.	Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.

Measurable:

1	2	3
The data collected did not inform teaching and learning.	The assessment produced some measurable information, but created more questions than answers.	Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable:

1	2	3

Assessment was not manageable.	The assessment process was somewhat manageable, but posed challenges to implement across the program.	The assessment was easily scaled across the department so that full- and part-time faculty could participate with meaningful outcomes.
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7.1.4. What changes in the assessment process itself would result in more meaningful data to improve student learning?

It would be beneficial to have more professional development around assessment. This isn't a change to the process per se, but it would be helpful to have more conversations among faculty about exactly how assessment takes place, how it could be improved, and how it could lead to better outcomes in the classroom.

7.1.5. Share an outcome where assessment had a positive impact on student learning and program effectiveness.

Most of our assessments in the American history and World history survey courses demonstrate that students are able to analyze evidence and use evidence in support of an argument.

7.2. Program Level Assessment

7.2.1. In 2016-2017, units engaged in program level assessment. **Please submit all Program Level Assessment Reports using the link provided.** Describe one important thing you learned from your program level assessment.

I've held several meetings and individual conversations with our adjunct history instructors about course assessment. Its clear from our assessments and our conversations that there is a wide range in the required amount of reading/writing assignments. One this assessment has done is encourage conversations around this issue and will hopefully lead to some standardization for future history courses.

7.2.2. What was the biggest challenge in conducting program level assessment?

The fact that I am the only full time history instructor is the biggest challenge. In addition, I began my job in the middle of the first 5 year assessment cycle, and didn't really learn about assessment at all until the end of my first year.

7.2.3. What resource needs, if any, were identified in your program level assessment?

We would like to purchase a set of classroom clickers to be used in social science classes. This will help with active learning strategies in the classroom.

We've also discussed the need for more funding for professional development and conference attendance.

In addition, a significant percentage of our history classes are taught online. We would like funds that would allow us to purchase video editing software such as Camtasia. This could possibly assist with lecture classes as well, since videos could be used for any classes that used the "flipped" classroom method of instruction.

8. Course Success/Retention Analysis

Please review the data provided on course retention and success, which has been disaggregated by as many elements as district can provide in their SQL Report

One of our college goals as stated in our Integrated Plan is to "Increase successful course completion, and term to term persistence." Our Equity Plan identifies African- American and low income students as disproportionately impacted in terms of successful course completion. (Foster youth are also disproportionately impacted on this indicator, but numbers are too small to disaggregate by discipline/program) Please indicate how well students in these groups are succeeding in your discipline.

	African-American	Low Income Students	All students in program/discipline
Completion Rate (program/discipline)	85% (average)	84.4% (average)	86.38% (average)
Success Rate (program/discipline)	61.13 % (average)	69.11% (average)	70.95 (average)

8.1. In looking at disaggregated data on success/retention, is there anything else that stands out?

Yes, in the averages listed above were taken from the last six years of data provided in the SQL data. The averages actually hide the data regarding some of the aggregate groups. African-American success rates fell to 49.4% in 2016 Fall and then increased to 63.6% in Spring 2017 semester (the latter number being the "norm.") What caused this dip in success rates, followed by an increase that brought the average back into the norm?

8.2. What are some strategies that might help students, particularly African-American, foster youth, and low income students successfully complete courses in your discipline? What resources would be needed to implement these strategies?

I would like to know if offering the African-American history courses has had any impact on the success rate of our African-American students. If so, I think it would be beneficial to create more classes that reflect the diverse identities of our students.

Also, participating in the open educational resource initiative could help all these targeted groups. I have agreed to convert one section of a history class to OER in the upcoming year. Depending on the outcome, I may encourage other history instructors to do the same.

9. Goals

9.1. Review your program’s goals as listed in response to the final question of your 2012-2013 Comprehensive Program Review posted in the Data Repository of the PRST.

<p>Highlight some of the key goals that were achieved over the past 5 years. What were the key elements that led to success?</p>	<p>There are several problems with using the long terms goals that were agreed upon in the 2012-13 program review. The first is that I was not aware of these goals until completing this program review (and this again can be blamed on the staff turnover that we’ve experienced.) In addition, we no longer do program review as a “social science department.” Beginning with this program review we are completing the process as individual disciplines, leading me to think that we should focus on disciplinary specific goals instead.</p>
<p>Were there any goals that did not go according to plan? What were the key elements that impeded the progress on these goals?</p>	<p>See above</p>

9.2. Consider the College’s Strategic Directions along with our Integrated Planning Goals listed here:

College Strategic Directions 2014-2019	Integrated Planning Goals
<ol style="list-style-type: none"> 1. Increase equitable student engagement, learning, and success. 2. Strengthen community engagement and partnerships. 3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. 	<ol style="list-style-type: none"> 1. ACCESS: increase access through enrollment of students currently underserved in our community. 2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year. 3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses.

<p>4. Invest in technology, fortify infrastructure, and enhance fiscal resources.</p>	<p>4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence.</p> <p>5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.</p> <p>6. LEARNING CULTURE: Enhance staff, faculty and administration’s understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.</p>
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List 3 – 5 longer term (5 year) new goals for your program. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.

Goals	Aligned College Strategic Direction(s)	Aligned Integrated Planning Goal(s)
Goal 1: Hire a full-time history professor who will specialize in a non-American, non-Western field.	1,3	6
Goal 2: Acquire funding for the purchase of technology that will allow more varied approaches to teaching and learning (clickers, Camtasia, etc.)	1,3, 4	4,5,6
Goal 3: Acquire funds for professional development	2,3	6
Goal 4:		
Goal 5:		

OPTIONAL

9.3 Resource needs to meet five-year goals

<u>Faculty/Staff Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
History--- goal 1	1,3

Department/Unit Name		Position Name/Classification	FTE
Social Science/History		Assistant Professor of History	1
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
<input checked="" type="checkbox"/> Faculty R/T <input type="checkbox"/> Classified <input type="checkbox"/> Manager <input type="checkbox"/> Student	<input checked="" type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time	<input type="checkbox"/> Operations (Fund 11) <input type="checkbox"/> Other <input type="text" value="TBD"/>	Based on current salary schedule
Justification:			
<p>We currently have only one full time history professor. Hiring a second fulltime position will allow us to recruit someone who compliments the current departmental strengths in American history and history of race/gender/sexuality. The position would need to be for someone who could teach non-American and non-Western fields.</p>			

<u>Operating Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
History, goal 2	4,5,6
Department/Unit Name	Resource Type
History	<input checked="" type="checkbox"/> Equipment <input type="checkbox"/> Supplies <input type="checkbox"/> Service/Contract <input checked="" type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Facility Improvement <input type="checkbox"/> Other
General Description	Est. Expense
A set of classroom clickers and subscription to Camtasia video editing software.	\$2,000
Justification:	
<p>This will allow us to engaged in more creative teaching methodologies that will engage a variety of learning styles in our students.</p>	

<u>Professional Development Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #

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History, goal 3	6
Department/Unit Name	Resource Type
History	<input checked="" type="checkbox"/> Conference/Meeting <input type="checkbox"/> Materials/Supplies <input type="checkbox"/> Online Learning <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Other
General Description	Est. Expense
Professional development funds to attend conferences and professional meetings.	\$3,000
Justification:	
This will allow department members to stay current in their fields as well as keep their pedagogical approaches fresh and current.	