Instructional Program Review Report
Sierra College, 2019-2020

Department/Program Name: History

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Submitted By: Jay Hester, Megan Randolph and Ralph deUnamuno

Ideally, the writing of a Program Review Report should be a collaborative process of full-time and part time faculty as well as all other staff and stakeholders invested in the present and future success of the program at all sites throughout the district. The Program Review Committee needs as much information as possible to evaluate the past and current performance, assessment, and planning of your program.

Please attach your Department Statistics Report (DSR) and your planning report with your Program Review.

1) **Relevancy: This section assesses the program's significance to students, the college, and the community.**

   1a) To provide context for the information that follows, describe the basic functions of your program.

   The basic function of the History program is to provide rigorous academic general education and instruction with a secondary focus on majors.

   1b) How does your program support the District Mission, Vison Statement, and Core Values, quoted below?

   Sierra College Mission

   The mission of Sierra College is to provide an inclusive and safe educational environment where learners are supported while challenging themselves and achieving their goals.

   Sierra College Vision Statement

   Sierra College will be the preferred destination for higher education and training in our region while eliminating achievement gaps among our students.

   Sierra College Core Values

   The following core values will establish our ethical principles and will guide our institutional decision-making. Sierra College will:
   1. Empower students in their education.
   2. Strive toward student success and continuous improvement.
   3. Be an inclusive and equitable community.
   4. Be responsive to the education and workforce needs of our local community and businesses.

5. Demonstrate collaboration with all stakeholders in decision making.
6. Manage all resources in a manner that is sustainable and responsible.
7. Support and model excellence and innovation in teaching, learning, scholarship, and creativity.

The focus of the history program is to develop analytical thinking and critical writing skills. This knowledge will allow students to be engaged participants in the community and in the larger democratic society. We offer multiple sections of required history courses at a variety of times and in a variety of modalities and locations (ground and online, and at all three Sierra College campuses) to meet the complex needs of a diverse population. Communication, Information Competency, and Critical Thinking are key components of our Program Outcomes. Increasingly we have more recently sought to diversify our curriculum offerings to include the study of underrepresented groups more fully throughout the program. Federal and state mandates regarding ADA compliance are addressed within our online offerings and members of the department are active in numerous campus and community events as well as campus clubs and college committees/shared governance.

1c) Please describe how your program supports ISLOs (Institutional Student Learning Outcomes): Communication, Technology and Information Competency, Critical and Creative Thinking, and Citizenship?

1d) Program offerings align with which of the following mission categories; check all that apply:

X Transfer   ☐Career Technical Education   X AA/AS/T/Certificates
☐   X Lifelong Learning
    Basic Skills X Personal Development/Enrichment.

Please analyze your department's performance in supporting the mission categories marked in 1c above. Provide evidence in support of this analysis, including data from the dashboard relevant to this evaluation. Relevant data includes the equity and diversity goals of the department and College.

If any of the following apply to your program, please address them in your analysis.
- Degrees, certificates, and/or licenses your department has generated:
  - The alignment of these awards with the district's mission and/or strategic goals. (See the district "Awards Data File, available from Research and Planning, for your numbers).
- Job placement or labor market information for your program's awards and licenses.
- The contribution your program makes to student transfer.
- Participation in basic skills programs.

Please address any developments related to Guided Pathways and Interest Areas that have impacted and/or will impact your program's support for these goals.

As the History Degree for Transfer (AAT) became popular, the department decided to discontinue the AA degree in the Spring of 2017. Since our last program review in 2016-2017 we have seen a significant increase in the number of AAT degrees, from 30 degrees in the Spring of 2016 to 44 in the Spring of 2019. The transfer degrees awarded demonstrate our central role in helping those interested in transferring, as part of the district mission. In addition to serving transfer students with a focus in History, our general education offerings are a central part of the transfer needs of all students at Sierra College, as noted during R4S 'mapping' activities. History courses are also utilized by students seeking to become engaged and contributing members of the community

1e) Optional Additional Data: Describe any other relevant contributions of your program to the district mission, goals, outcomes, and values not incorporated in the answers above. Examples include but are not limited to contributions to student equity and success, diversity, campus climate, cultural enrichment, community ties, partnerships and service. Please include specific data and examples when these are available and relevant to the analysis.

The History Department is active on campus in shared governance and service activities. On campus members of the department are part of the R4S Taskforce, Senate, the Spectrum and Academic Standards Committees, the Sierra College Press and Faculty Association, Strategic Council, Equity Retreat planning and participation, planning for the Caesar Chavez Higher Education Speaker Series, Love Your Body Week, People and Cultures Days, and Black and Native American History events.

Off-campus the department participates in Dual Enrollment (HIST 17A & 17B and some other more specialized courses), and individual faculty members are active in Living History events, acting as historical docents, publication of books and articles, and providing history presentations to elementary school classes

2) **Currency: This category assesses the currency of program curricula and instruction as dictated by Title 5 and the currency of efforts in meeting accreditation standards as well as improving pedagogy and engaging in professional development.**

2a) Curriculum: Describe any developments in your program's curricula since the last Program Review, including discussion of any projected changes. Please describe the process and criteria for curriculum development and review, including state and/or professional mandates, for developing, evaluating and revising curriculum, including the use of SLOs. Please note as part of this analysis if you have completed Curriculum Review.

As relevant, please address the impact of the development of Interest Areas and Guided pathways on curriculum and program planning and assessment

All history courses are current and have completed curriculum review. More recently we have developed two new courses to diversify our offerings and appeal to regional interests of our students. During the 2020/2021 academic year, History 26 (Women in World History) and History 49 (History of the American West). Both courses were chosen to provide more options for our growing number of history majors and to provide a more inclusive curriculum along with our other offerings such as Native American History, African American History and Chicano/ Mexican American History among others.

2b) Student Learning Outcomes Assessment: Analyze your program's assessment of course outcome, analysis of results, and improvements/changes made to the program as a result of this assessment. Please provide specific data and analysis in the space provided.

In the space below, please describe or attach the cycle you have developed for outcomes assessment. You can also attach the cycle as a PDF or other file.

The History department remains current in our 3-year cycle of assessing course learning outcomes, and the CSLO spreadsheet is reviewed for completeness and applicability every semester during the department's flex-week P&A Meeting. Assessments are completed every semester by both full-time and part-time instructors. P&A Meeting discussions of these assessments inform our DAA priorities which have lately focused on increasing our department curriculum offerings to appeal to the growth in history majors and overall enrollment within department courses.

2c) Activities and development: Please describe efforts, including Flex activities, in development to improve teaching, learning and scholarship.

Please describe any staff development needs you have identified based on this analysis.

The History department and its members continue to participate in a broad range of community, college, department, and individual activities designed to improve teaching, learning and scholarship. In the past three years, department meetings have drawn an average of 20 faculty members while Planning and Assessment meetings consistently draw 15 or more for each meeting. Through Canvas, instructors share pedagogical tools including digital closed-captioned documentary films, and are collecting historical artifacts for classroom use.

Within the college, History faculty participate in R4S, Dual Enrollment, Academic Senate, New Legacy, People & Culture Days, Earth Day, Promise Program, Curriculum, Black History Month, Sierra College Teaching Institute, Instructional Skills Workshop, and the Equity retreat. Twenty of our faculty members are qualified to teach online and we have added (and are monitoring the success of) online fast-track courses to enhance student success. The History Department currently supports the largest online enrollment of any program at the college. Faculty also attend flex workshops such as Solution-Based Classrooms, Reading apprenticeships, First Year Experience, and others focused on teaching and learning.

Scholarship within the department is maintained through frequent individual worldwide travel, museum visits, currency in academic trends in history, and on-site research. Members have published scholarly books and articles, attended conferences, given several conference presentations, participated in Living History events, served as historical docents, and volunteered for historical presentations at local elementary schools for community outreach.

Unfortunately, while the department supports the interest in maximizing staff development funds to bring trainings to campus, the ability of department faculty to travel to relevant conferences relative to both program-specific training and those tied to equity and inclusion efforts has been negatively impacted by the complete lack of funding for such travel by the college. There is hope that in the near future travel funds will be made available for those individuals who seek to help lead the college in important areas tied to the college's vision and core values.

2d) Optional Additional Information: Please describe and explain any additional information that supports your evaluation of your program's success.

3) **Effectiveness:** **This section assesses the effectiveness of the program in light of traditional measurements.**

3a) Retention and Success: Assess and evaluate the three-year trends in your program's data contained in the DSR and analyze any relevant information found in the data dashboard related to retention and success. Please include the results of any relevant outcomes assessments, as appropriate. Address separately the data for on ground and online courses, as well as the data for the campus or centers at which you operate. Please describe any challenges experienced by your program. If you determine that you need to improve the program's performance, please describe how you plan to achieve this goal.

> As relevant, please address your program's role in the development of Interest Areas and Guided pathways and the impact of these developments on program planning and assessment.

The History department's retention trends for the past three years mostly mirror the district's trends, with the district average at 86.78% and the History department at 87.53%. The History department's success rate hovers around the district's average rate (74.5%) at 75.32%.

Analysis of retention and success reveals that African American students and Former Foster Youth have significantly lower rates of success, despite their relatively equal rates of retention. While the department is aware these are trends that can be found across the institution and system, we are interested in exploring options and seeking to better understand these students and their needs. Several members of the department have completed or are planning on completing the CORA training, but we also look forward to the broader trainings being offered on the campus through the Equity and Inclusion workshops which many of our faculty have attended.

3b) Enrollment Trends: Assess and evaluate the three-year enrollment trends in your program's DSR data. In addition, analyze any relevant information found in the data dashboard related to these trends. Include an analysis of fill rates, wait lists, course cancellations, program completion, and classroom use. Address separately the data for on ground and online courses, as well as the data for the campus or centers at which you operate. Please describe any challenges experienced by the program. If you determine that you need to improve the program's performance in any way, please describe how you plan to achieve this goal.

> As relevant, please address your program's role in the development of Interest Areas and Guided pathways and the impact of these developments on program planning and assessment.

In general, the department has experienced growth in both online and Rocklin campus class offerings. Classes are no longer offered at the Roseville facility, and the department works with the Tahoe Truckee and Nevada County campuses to provide courses based upon their needs. Challenges continue with staffing and filling courses at Tahoe Truckee.

3c) Equity: Analyze and evaluate your program's performance in promoting and/or achieving equity. Based on this analysis, describe any plans you have to sustain or improve the program's contribution to student equity as a central component of student success.

A number of faculty within the department have participated in the Equity and Inclusion Faculty series for instructional training. Additionally, two faculty within the department served as mentors to two new instructors within the Equity Educator Internship Program which was launched in the Spring of 2019. Both interns are now teaching as adjunct faculty within the department. Additionally, we have looked to alter our degree template for the AAT to include courses that focus more on issues of equity and inclusion than the previous iteration.

3d) Optional information: Please describe and evaluate any additional relevant information supporting the evaluation of your program.

3e) Analysis and Planning: Referring to the analysis in 3a-d, your ongoing planning and assessment documents, and any relevant information from section 2 above, please describe your program's plans to maintain or increase its effectiveness and analyze and evaluate your efforts to achieve these goals.

Currently much of our focus is on diversifying our curriculum in conjunction with training tied to equity and inclusion efforts on campus in an attempt to improve success levels for underrepresented students and also provide a more diverse educational experience which will also satisfy the interests of our growing number of history majors.

4) **Resources:** **This category assesses the adequacy of current resources available to the program and describes and justifies the resources required to achieve planning goals by relating program needs to the assessments above.**

4a) Please describe the future direction and goals of your program for the next three years in terms of sustaining or improving program effectiveness, relevance, and currency. Please include any relevant analysis of student success, equity goals, and the development of Interest Areas and Guided Pathways. Please incorporate analysis of any relevant outcome or other data in this description, including any data from the dashboard.

During department meetings over the last year more time has been dedicated to sharing methods of assessment and instruction among faculty with an emphasis on methods that can have a positive impact upon success levels for underrepresented students. We will continue these efforts moving forward in addition to continued training and instructional development through the Equity and Inclusion Certificate Workshops. We also hope to have the opportunity to mentor more new instructors through the Equity Educator Internship program.

4b) Please describe and justify any projected requests for additional staff, new or augmented technology/equipment, and additional or remodeled facilities necessary to support these goals. Please incorporate any relevant data related to SLOs, student success, and equity.

Equipment/Technology: None

Facilities: None

Staff: Although the department received one new full-time hire in 2019, over that same time period we have lost three full time faculty through retirement and moves into management permanently. Currently there are five full time faculty in a department that has seen majors and overall enrollment continue to grow since 2006 when the department counted seven full-time faculty. The overreliance on part-time faculty creates challenges regarding the department's efforts to improve instruction relative to equity and inclusion as many of our adjunct faculty teach heavy loads at multiple campuses and have limited time to participate in relevant workshops. Additionally, the large number of adjunct faculty creates a heavy burden relative to the evaluation of faculty falling on a small number of full-time faculty.

Fewer than half of History courses on the Rocklin campus are taught by full-time faculty, and no full-time member currently teaches at any of our other sites. Given the central role of history courses in the curriculum, and significant research that shows the value of full-time instructors in overall student success, we hope that the college places a higher value on hiring full-time faculty within the department going forward. There is a growing sense that our success in coping with the staffing issues while maintaining a high level of quality is doing a disservice to acquiring a full-time hire.

4e) Please check the appropriate boxes in the chart below indicating the general reasons for the resource requests described above (please check all that apply):

Function/Role	Maintenance	Development	Growth	Safety	Outcomes	Other success measures	No Requests
X		X	X		X		

5) <u>Summary/Closing</u>

5a) Based on the analysis above, briefly summarize your program's strengths, weaknesses, opportunities/future directions, and challenges.

Statistically, the department shows strengths in comparison to the institution. Consistently at or above district retention and success trends, highly efficient, with high fill-rates, and conferring an expanding number of degrees for transfer, the department is rightly proud of its superb faculty. Engaging students in class and broadly engaged in the campus and community, the history department has an opportunity to build on these strengths by developing staff development flex activities.

Fewer than half of history courses are taught by full-time faculty, a potential barrier to the department continuing to invest in student success. This weakness needs careful consideration by the college.

With smart classrooms and other instructional technology available to history instructors, there is an opportunity to strengthen and re-think how curriculum is delivered, but the department is currently challenged to offer adequate significant training and support. We hope new institutional investment in faculty development will address these needs.

5b) How has this report integrated the views and perspectives of stakeholders in the program?

Every member of the department has had an opportunity to provide input into the review of the program through department meetings and through email correspondence over the last year. As a department, we pride ourselves on the heavy involvement of both full and part-time faculty in the ongoing development of the program.