History

Summary of Program Review:

A. Major Findings

1. Strengths:

• Excellent full and part-time faculty dedicated to student success and equitable outcomes
• Fill rates remained relatively robust 2020-2023, suggesting successful COVID-related adjustments in modality and scheduling
• Average class sizes significantly exceed institutional averages, and program productivity consistently exceeds institutional targets
• 2020-2023 program-level retention and successful course completion rates mirrored institutional rates

2. Areas for Improvement:

• Update History curriculum as needed
• Develop new History curriculum as needed
• Revisit and possibly revise Program Learning Outcomes
• Develop new SLO assessment cycle

3. Projected Program Growth, Stability, or Viability:

The History Program is stable, with potential for growth as the college emerges from the effects of the COVID-19 experience.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

The History Program offers a History ADT, as well as a range of both required and elective transfer-level courses, broadly-applicable across the several GE patterns, in diverse regional and world histories.

2. Assessment of Program's Recent Contributions to Institutional Mission:

The History Program has moved over 2,200 individual students (head count) through our courses over the past three years. Within the four courses that partially satisfy the CSU History, Constitution and American Ideals graduation requirement, the student success rate averaged 73.6%, exceeding slightly the institutional average.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

History faculty are actively engaged in professional learning activities intended to help close equity gaps.

C. New Objectives/Goals:

Diversify program offerings by developing up to three new History courses.

D. Description of Process Used to Ensure "Inclusive Program Review"

This report was drafted primarily by the History Program Coordinator (PC). It was then shared with the other full-time History faculty for their review and input. After incorporating feedback, the PC distributed the report to the program's part-time faculty for comment and feedback.

Program Review Report Fall 2023

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	History
Degrees/Certificates	History: AA-T
Courses	HIST-120
	HIST-121
	HIST-122
	HIST-123
	HIST-140
	HIST-142
	HIST-145
	HIST-150
	HIST-152
	HIST-165

Taxonomy of Programs, July 2022

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2020-2021	2021-2022	2022-2023	Change over 3-Year Period
Headcount				
Within the Program	**939**	**707**	**640**	**-31.8%**
Across the Institution	**7,193**	**6,653**	**6,155**	**-14.4%**
HIST-120	467	412	354	-24.2%
HIST-121	164	114	140	-14.6%
HIST-122	134	144	48	-64.2%
HIST-123	57	50	59	3.5%
HIST-140	20	--	--	-100%
HIST-142	--	--	--	--
HIST-145	20	13	46	130%
HIST-150	74	24	45	-39.2%
HIST-152	95	43	24	-74.7%
HIST-165	--	--	--	--
Within the Program	**1,031**	**800**	**716**	**-30.6%**
Across the Institution	**30,381**	**25,212**	**23,473**	**-22.7%**
Source: SQL Queries for Fall 2023 Program Review				

RPIE Analysis: The number of students enrolled (headcount) in the History Program decreased by 31.8% over the past three years, while headcount across the institution decreased by 14.4%. Similarly, enrollment within the History Program decreased by 30.6%, while enrollment across the institution decreased by 22.7%.

Enrollment in the following courses changed by more than 10% (± 10%) between 2020-2021 and 2022-2023:

Course with an enrollment increase:

- *HIST-145 (130%)*

Courses with an enrollment decrease:

- *HIST-140 (-100%)*
- *HIST-152 (-74.7%)*
- *HIST-122 (-64.2%)*
- *HIST-150 (-39.2%)*
- *HIST-120 (-24.2%)*
- *HIST-121 (-14.6%)*

Program Reflection:

These numbers reflect adjustments made by the History Program to meet the challenges posed by the 2020 conversion to fully-online instruction; the continuous COVID-era decline in enrollments across the institution; and the gradual return to in-person instruction the History Program began in 2021, with its associated lower-enrollment figures.

Between 2020-2023 the History Program reduced our overall offerings by about 15%. Certain courses were cut more severely, or not offered at all. By course, the biggest declines in enrollment clearly reflect these measures. History 122 (-64.2%) was reduced from three sections annually to one. History 150 (-39.2%) and History 152 (-74.7%) were each reduced from two sections annually to one. History 140 (-100%) was not offered at all after 2020. (We plan to offer History 140 in spring 2024.)

Although we did not reduce the number of History 120 sections offered, starting in 2021 we did begin converting some of those History 120 sections from fully-online back to fully in-person. We did the same with History 121, starting in 2022. It is well-known campus-wide that many in-person classes have been struggling to fill during these post-pandemic semesters. Some of these initial in-person History sections experienced relatively lower enrollments too, which contributed to the overall decline. The good news is, in-person enrollments are increasing every semester, and may also improve campus-wide with the opening of student housing fall 2024. We expect the next program review to tell a considerably different story.

2. Average Class Size

	2020-2021		2021-2022		2022-2023		Three-Year	
	Sections	**Average Size**	**Sections**	**Average Size**	**Sections**	**Average Size**	**Average Section Size**	**Trend**
HIST-120	10	46.7	10	41.2	10	35.4	41.1	-24.2%
HIST-121	5	32.8	3	38.0	5	28.0	32.2	-14.6%
HIST-122	3	44.7	4	36.0	1	48.0	40.8	7.5%
HIST-123	2	28.5	2	25.0	2	29.5	27.7	3.5%
HIST-140	1	20.0	--	N/A	--	N/A	20.0	--
HIST-145	1	20.0	1	13.0	2	23.0	19.8	15.0%
HIST-150	2	37.0	1	24.0	1	45.0	35.8	21.6%
HIST-152	2	47.5	1	43.0	1	24.0	40.5	-49.5%
Program Average*	**26**	**39.7**	**22**	**36.4**	**22**	**32.5**	**36.4**	**-17.9%**
Institutional Average*	**1,199**	**25.3**	**1,112**	**22.7**	**1,009**	**23.3**	**23.8**	**-8.2%**

Sources: SQL Queries for Fall 2023 Program Review for enrollment data, Enrollment Management Division Reports and Concurrent Courses Reports for course-section data.

Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments}}{\text{Total \# Sections}}.$$

It is not the average of the three annual averages.

RPIE Analysis: Over the past three years, the History Program has claimed an average of 36.4 students per section. The average class size in the program is higher than the average class size of 23.8 students per section across the

institution during this period. Average class size in the program decreased by 17.9% between 2020-2021 and 2022-2023. Average class size at the institutional level decreased by 8.2% over the same period.

Average class size in the following courses changed by more than 10% (±10%) between 2020-2021 and 2022-2023:

Course with an increase in average class size:

- *HIST-150 (21.6%)*
- *HIST-145 (15.0%)*

Courses with decreases in average class size:

- *HIST-152 (-49.5%)*
- *HIST-120 (-24.2%)*
- *HIST-121 (-14.6%)*

Program Reflection:

The average class size in the History Program exceeds the institutional average by over 65%.

Although the History Program experienced some decline in average class size over the past three years, the largest decline happened between the 2021-2022 and the 2022-2023 academic years. This directly reflects the conversion of some History sections from fully online to fully in-person instruction, as discussed in I.A.1 above.

3. Fill Rate and Productivity

Fill Rate			
	Enrollments	**Capacity**	**Fill Rate**
2020-2021	1,031	1,300	79.3%
2021-2022	800	1,100	72.7%
2022-2023	716	1,000	71.6%
Three-Year Program Total	**2,547**	**3,400**	**74.9%**
Productivity			
	FTES	**FTEF**	**Productivity**
2020-2021	103.0	5.2	19.8
2021-2022	82.6	4.0	20.7
2022-2023	72.7	4.0	18.2
Three-Year Program Total	**258.3**	**13.2**	**19.6**
Sources: SQL Queries for Fall 2023 Program Review; SQL Server Reporting Services – Term to Term Enrollment FTES Load Comparison Report (by Credit Course)			

<u>RPIE Analysis</u>: Between 2020-2021 and 2022-2023, the fill rate within the History Program ranged from 71.6% to 79.3%. (The fill rate has not been calculated at the institutional level.) The program-level fill rate decreased across the three-year period. The rate across the three years was 74.9%. Between 2020-2021 and 2021-2022, both enrollment and capacity decreased, resulting in a decrease in fill rate (due to a higher rate of decrease in enrollment). Between 2021-2022 and 2022-2023, both enrollment and capacity decreased, resulting in a decrease in fill rate (due to a higher rate of decrease in enrollment).

Productivity within the History Program ranged from 18.2 to 20.7 over the three-year period. (Productivity has not been calculated at the institutional level.) The three-year program productivity of 19.6 exceeds the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)

Program Reflection:

Although program fill rates remained relatively robust over the past three years, the History Program experienced an approximately 14% decline between 2020-2021 and 2022-2023. Without institutional fill rate data, it is difficult to make many informed comparisons. We can reasonably conclude that the decrease in overall program fill rates reflects the gradual increase in the number of in-person sections offered during recent semesters, as we converted several online sections to in-person sections, as part of our institutional "return to campus."

In any event, recent fill rate data from academically-adjacent programs suggest that the History Program's current three-year rate of 74.9% is acceptable:

ARTH: 64.2% (2017-2020)
ANTH: 75.4% (2018-2021)
HUMA: 68.0% (2019-2022)
POLI: 69.1% (2019-2022)
SOCI: 74.6% (2019-2022)

It is worth noting that during the 2022-2023 academic year the Office of Academic Affairs reduced the standard Social Sciences course cap from 50 to 40. This reduction came at the collective request of the Social Sciences Division. History faculty believed this reduction was a necessary adjustment to NVC's new post-COVID enrollment realities, and will also allow History faculty to better implement proven student equity strategies. Additionally, the reduction more accurately reflects ordinary class sizes for the discipline at peer intuitions (at SRJC and College of Marin, History class caps are 35; at Solano, they are 40).

Productivity within the History Program consistently exceeds institutional targets. The three-year total does not differ much from the last review cycle (19.6 vs. 19.8).

4. Labor Market Demand

This section does not apply to the History Program, as it is not within the Career Technical Education Division.

B. Momentum

1. Retention and Successful Course Completion Rates

	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
Course	Rate	Course Rate vs. Program Rate		Rate	Course Rate vs. Program Rate	
		Above	Below		Above	Below

HIST-120	91.8%	***X***		74.8%	X	
HIST-121	86.3%		***X***	75.4%	X	
HIST-122	86.4%		X	68.7%		***X***
HIST-123	90.2%	--		74.8%	X	
HIST-140	61.1%		***X***	38.9%		***X***
HIST-145	77.2%		***X***	60.8%		***X***
HIST-150	88.5%		--	61.9%		***X***
HIST-152	93.0%	X		82.3%	***X***	
Program Level	89.3%			73.2%		
Institutional Level	90.0%			72.7%		

Source: SQL Queries for Fall 2023 Program Review
-- Indicates a value that is within 1% of the program-level rate.
Bold italics denote a statistically significant difference between the course-level rate and the program-level rate.
Bold denotes a statistically significant difference between the program-level rate and the institutional rate. The lower of the two rates is highlighted in bold.
Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPIE Analysis: Over the past three years, the retention rate for the History Program reflected the retention rate at the institutional level. The retention rates for HIST-121, HIST-140, and HIST-145 were significantly lower than the program-level rate. The retention rate for HIST-120 was significantly higher than the program-level rate. The retention rate for the History Program falls within the second quartile (Q2) among program-level retention rates (across 58 instructional programs, over the past three years). The retention rate for History is among the lowest 50% of retention rates among NVC programs.

Over the past three years, the successful course completion rate for the History Program reflected the rate at the institutional level. The successful course completion rates for HIST-122, HIST-140, HIST-145, and HIST-150 were significantly lower than the program-level rate. The successful course completion rate for HIST-152 was significantly higher than the program-level rate. The successful course completion rate for History falls within the second quartile (Q2) among program-level successful course completion rates (across 58 instructional programs, over the past three years). The successful course completion rate for History is among the lowest 50% of successful course completion rates among NVC programs.

Over the past three years, the difference between retention and successful course completion at the program level (16.1%) was lower than the difference at the institutional level (17.3%). (The difference was not statistically significant.) This figure represents the proportion of non-passing grades assigned to students at the end of the semester (i.e., grades of D, F, I, NP).

The following History courses claimed a difference (between retention and successful course completion) that exceeded the 17.3% difference found at the institutional level:

- *HIST-150 (26.6%)*
- *HIST-140 (22.2%)*

- *HIST-122 (17.7%)*

Program Reflection:

At the program level, both retention and successful course completion rates for the History Program track with institutional rates. Compared to the last review cycle, History's program-level retention rate is 3.1% lower than that reported in 2020. This is a direct result of the conversion to fully-online instruction in 2020. As reflected elsewhere in this report, retention rates for online classes are consistently *lower* than in-person modalities. As of this writing, the History Program is still offering just over half of its sections online. As the number of in-person sections increases, we expect our retention rates to rise, in keeping with the historically high rates of the pre-pandemic period (92.2% reported in 2020).

The History Program's successful course completion rate fell just 1.7% over the three years since the last review, while the institutional rate fell 4.7%. We believe this is evidence of the dedication and excellence of faculty in the History Program.

At the course level, while the data show some statistically-significant deviation from program-level rates, only a few courses are concerning. History 140, which shows the largest deviation from program level rates, was offered only once during the past three years. It was a late-start (8-week) online class offered in fall 2020, taught by an instructor new to both the History Program and the online environment. It has not been offered again. (We plan to offer History 140 in spring 2024.) We will continue to monitor successful course completion rates for History 145 and 150.

2. Student Equity

	Retention Rates (Across Three Years)		**Successful Course Completion Rates (Across Three Years)**	
	Program Level	**Institution Level**	**Program Level**	**Institution Level**
African American/Black	83.7%	87.7%	61.6%	65.9%
Pacific Islander	73.7%	86.7%		
Latinx/Hispanic			69.3%	69.0%
19 or Younger			73.5%	***71.0%***
First-Generation			70.8%	69.7%
Not Disabled/Not Reported			73.3%	72.5%

Source: SQL Queries for Fall 2023 Program Review

Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in ***bold italics***.

*Data suppressed due to low N (<10 students in cohort).

Notes:

Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

The age groupings are based on the student's age of August 15 of each academic year.

The shaded cells in the table do not have data reported because evidence of disproportionate impact was not found at the institutional level (for those demographic group – metric combinations).

RPIE Analysis: This analysis of student equity focuses on the six demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all other demographic groups, combined) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the six groups listed above.

Within the History Program, the retention rates among African Americans/Blacks and Pacific Islanders were lower than the rates at the institutional level. (The differences were not statistically significant.)

Within the History Program, the successful course completion rate among African American/Black students was lower than the rate at the institutional level. (The difference was not statistically significant.) The program-level successful course completion rates among Latinx/Hispanic students, first-generation students, and students without a disability reported reflected or were slightly higher than the corresponding rates at the institutional level. (The differences were not statistically significant.) The program-level successful course completion rate among students 19 and younger was significantly higher than the rate at the institutional level.

These findings regarding equity groups reflect the findings that emerged from the comparison of retention and successful course completion at the program vs. institutional level, where the program-level rates reflected the rates at the institutional level. While the program-level retention rate was lower than the rate at the institutional level and the program-level successful course completion rate was higher than the rate at the institutional level, the differences were not statistically significant. (See Section I.B.1 above.)

Program Reflection:

The History Program tracks fairly closely with the college on the above equity metrics, with the only statistically significant deviation showing higher successful course completion rates among age 19 or younger students at the program level than at the institutional level. One may speculate that it is a particularly ambitious and/or capable teenager who chooses to enroll in a transfer-level History course during or immediately after high school, and the higher-than-average rates of successful course completion reflect that. We have also been offering a CCAP section of History 120 embedded at St. Helena High School since fall 2021. The higher student success rate may reflect that as well.

Interestingly, when it comes to successful course completion rates for African American/Black students, since the last review the institutional rate has hardly moved (65.3% in 2020 vs. 65.9% in 2023). The History Program, on the other hand, has seen a measurable increase during the same period (56.3% in 2020 vs. 61.6% in 2023). Closing the equity gap for this group of disproportionately-impacted students was identified in our last report as a program goal. Since the last report, History faculty have been actively engaged in equity work, such as participating in the 2021-2022 DEI colloquia, and completing the Academic Senate's online pedagogy and culturally responsive pedagogy trainings. Data indicates that we have made substantial progress toward achieving our equity-related goals.

3. Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)

	Retention Rates	Successful Course Completion Rates

	(Across Three Years)			(Across Three Years)		
	In-Person	Online	Hybrid	In-Person	Online	Hybrid
In-Person vs. Online						
HIST-120	93.4%	91.2%		67.9%	71.4%	
HIST-121	100%	84.1%		97.1%	***77.3%***	
In-Person vs. Hybrid						
HIST-121	100%		100%	97.1%		***77.8%***
Online vs. Hybrid						
HIST-121		***83.9%***	100%		***74.4%***	90.0%
HIST-122		92.7%	***70.0%***		70.2%	60.0%
Program Total						
In-Person vs. Online	94.7%	***90.3%***		73.7%	73.8%	
In-Person vs. Hybrid	100%		100%	97.1%		***77.8%***
Online vs. Hybrid		87.5%	90.0%		72.7%	80.0%

Source: SQL Queries for Fall 2023 Program Review
This table compares student performance in courses offered through multiple delivery modes within the same academic year.
Bold italics denote a significantly lower rate within that delivery mode.

RPIE Analysis: Over the past three years, three courses within the History Program have been offered through at least two delivery modes within the same academic year. In 2021-2022 and 2022-2023, HIST-120 was offered through in-person and online formats. In 2021-2022, HIST-121 and HIST-122 were offered through online and hybrid formats. In 2022-2023, HIST-121 was offered through all in-person, online, and hybrid formats. This analysis focuses on program-level rates. Details for the course level are reported in the table above.

Within the History Program:

- *In courses that were offered in in-person and online formats, the retention rate in online sections was significantly lower than the retention rate in in-person sections.*
- *In courses that were offered in in-person and hybrid formats, the retention rate in in-person sections mirrored the retention rate in hybrid sections.*
- *In courses that were offered in online and hybrid formats, the retention rate in online sections was lower than the retention rate in hybrid sections. (The difference was not statistically significant.)*

Within the History Program:

- *In courses that were offered in in-person and online formats, the successful course completion rate in in-person sections reflected the successful course completion rate in online sections. (The difference was not statistically significant.)*
- *In courses that were offered in in-person and hybrid formats, the successful course completion rate in hybrid sections was significantly lower than the successful course completion rate in in-person sections.*
- *In courses that were offered in online and hybrid formats, the successful course completion rate in online sections was lower than the successful course completion rate in hybrid sections. (The difference was not statistically significant.)*

Program Reflection:

The data affirms that retention rates trend lower in online classes than in their in-person counterparts. We believe this is not unique to the History Program. It would be interesting to see institutional data for comparison.

Since the History Program has offered only three hybrid sections over the past three years (out of 70 sections total), data relating to our hybrid sections should be used cautiously. In fall 2021 we offered a single hybrid section (History 122) as a tentative return to partial in-person teaching. COVID protocols were in place, and both students and staff were often on edge. Both retention and student success rates were substantially lower than the overall program-level rates shown in table I.B.1 above. In spring 2022 we offered Hist 121 as our single hybrid section. Retention was much higher, and student success was more in line with overall Program rates.

Retention rates for hybrid courses exceed those of online classes. This, along with data showing that hybrid retention rates mirrored in-person retention rates suggests that it was not the online portion of hybrid classes that made the difference in retaining students, but rather the in-person component. At the same time, student success rates in hybrid courses were lower than in in-person courses. We take this data as confirmation of the importance of in-person instruction to the success of the History Program and our students.

Finally, while program-level retention rates for online classes are significantly lower than in-person classes, rates of successful courses completion are virtually identical. This suggests that the best way forward for the History Program, at least in the near future, is to pursue a healthy balance of online and in-person offerings. In the meantime, History faculty will continue to pursue professional learning opportunities geared toward increasing student retention in the online environment.

C. Student Achievement

1. Program Completion

	2020-2021	2021-2022	2022-2023
Degrees			
History: AA-T	10	9	5
Institutional: AA-T Degrees	**145**	**132**	**92**
Source: SQL Queries for Fall 2023 Program Review			

RPIE Analysis: The number of AA-T degrees conferred by the History Program decreased by 50.0% between 2020-2021 and 2022-2023. Over the same period, the number of AA-T degrees conferred by the institution decreased by 36.6%. The History Program accounted for 6.9% of the AA-T degrees conferred in 2020-2021 and 5.4% of those conferred in 2022-2023.

Program Reflection:

Although the History Program moved over 2,200 students through our classes during the past three years (see table I.A.1), only a small percentage of them chose to pursue the History AA-T degree. We saw similar data during the last review cycle. As we noted then, History courses are broadly applicable across the several GE patterns, and our U.S. history courses are particularly important to CSU-bound students, due to the History and Institutions graduation requirement. History classes will remain in high demand. At the same time, we expect the percentage of students pursuing degrees in the program to remain low, as the appeal of "History" as a vocation has always been limited to a small group of exceptional people. Increased elective offerings (in both diversity and frequency) may help make the History degree more attractive to a broader group of students.

2. Program-Set Standards: Job Placement and Licensure Exam Pass Rates

This section does not apply to the History Program, as it is not within Career Technical Education or Health Occupations.

II. CURRICULUM

A. Courses

Subject	Course Number	Date of Last Review & Approval by Curriculum Committee *(Courses with last review dates of 6 years or more must be scheduled for immediate review)*	Has Prerequisite/ Corequisite* *Yes/No* & Date of Last Review	In Need of Revision *Indicate Non-Substantive (NS) or Substantive (S)* & Academic Year Anticipated	To Be Archived *(as Obsolete, Outdated, or Irrelevant)* & Academic Year Anticipated	No Change
HIST	120	5/14/2015 (BOT)	No	NS Updates 23-24		
HIST	121	5/11/2017 (BOT)	No	NS Updates 23-24		
HIST	122	3/16/2018 (CC)	No	NS Updates 24-25		
HIST	123	3/16/2018 (CC)	No	NS Updates 24-25		
HIST	140	6/8/2017 (BOT)	No	NS Updates 23-24		
HIST	142	Cannot find	No	NS Updates 23-24		
HIST	145	Cannot find	No	NS Updates 23-24		
HIST	150	5/11/2017 (BOT)	No	NS Updates 24-25		
HIST	152	6/8/2017 (BOT)	No	NS Updates 24-25		
HIST	165	3/19/2021 (CC) New	No			No Change

*Note: Prerequisites need to be validated (in subsequent process) through Curriculum Committee.

B. Degrees and Certificates[+]

Degree or Certificate & Title	Implementation Date	Has Documentation *Yes/No*	In Need of Revision+ *and/or Missing Documentation* & Academic Year Anticipated	To Be Archived* *(as Obsolete, Outdated, or Irrelevant)* & Academic Year Anticipated	No Change
History: AA-T		Yes			X

*Note: Discontinuance or archival of degrees or certificates must go through the Program Discontinuance process or the Program Archival Task Force.

+Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

Program Reflection:

Although only a handful of NVC students complete the History AA-T each year, it remains a current and viable option. The degree meets the requirements of the TMC, and its four core courses have appropriate C-ID designation. As we develop new History electives we will modify the AA-T accordingly.

III. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
Number of Courses	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
10	6	7	60%	70%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
History: AA-T	3	2	2	67%	67%

Program Reflection:

The History Program has not offered History 142 during the past 6 years, and we have not yet offered History 165 (new course), so our overall assessment record is better than it appears here (i.e., only 8/10 courses have been offered during the period described above).

At the course level, with the exception of History 121 and History 150, all our regularly-offered courses have been assessed within the past 3 years. As explained in I.B.1 above, History 140 was offered only once, under challenging circumstances, and SLOs were not assessed. So, while assessment has been ongoing during this past review cycle, the History Program has not adhered strictly to the assessment schedule outlined in 2020. We will prioritize getting "caught up" on SLO assessment for these three courses and plot out a new assessment cycle for 2023-2026.

At the Program Level, outcomes are due for assessment, with PLO 3 overdue. Since all History course-level outcomes directly support our PLOs, we will prioritize concurrent PLO assessment while we update CLO assessment this cycle.

B. Summary of Learning Outcomes Assessment Findings and Actions

Findings indicate that outcomes are meeting program standards consistently across all courses.

Program Reflection:

Program will continue to monitor assessment data.

IV. PROGRAM HIGHLIGHTS

The program-level plan that emerged from the last review (fall 2020) included the following initiatives:

- Diversify course offerings.
- Diversify course offerings and address equity.
- Address equity gap.
- Complete all CLO assessment.
- Align all PLOs to GELOs.

A. Accomplishments/Achievements Associated with Most Recent Three-Year Program-Level Plan

- History 165 – African American History was developed, approved, placed and articulated
- History faculty actively engaged in equity-related professional learning activities
- As discussed in I.B.2 above, the History Program has made measurable progress in closing equity gaps

B. Recent Improvements

- History faculty have begun partial adoption of OER materials

C. Effective Practices

- Relatively robust fill rates 2020-2023 indicate effective scheduling practices and modality adjustments

V. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- ○ Viability
- ● Stability
- ○ Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

- Three-year average fill rate of 75% across 70 sections offered 2020-2023 (I.A.3)
- Program-level retention and successful course completion rates mirror institutional rates (I.B.1)
- No significant deviation between program-level rates and institutional rates in student equity metrics (I.B.2)

Complete Columns A – D of the 3-Year Program Planning Template (Excel file accompanying this report) to outline the three-year plan for the program. For the fall 2023 program review cycle, the 3-year program plan will span 2024-2025 through 2026-2027.

COLUMN A	COLUMN B	COLUMN C	COLUMN D
Program/Service	**Unit-Level Initiative**	**Anticipated Year of Implementation**	**Anticipated Outcome of Initiative**

History	Diversify offerings	2023-2025	New courses developed and approved
History	Complete SLO assessments	2023-2025	All CLO and PLO assessments current
History	Develop new assessment cycle	2023-2024	New cycle developed and implemented

VI. RESOURCES NEEDED TO IMPLEMENT PROGRAM PLAN

A. Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Description of Current Program Resources Relative to Plan:

Resources are sufficient

B. Complete Columns E – F of the 3-Year Program Planning Template to identify the resources needed in order to implement each unit-level initiative. If more than one type of resource (e.g., operating expenses, technology, supplies, facilities, equipment, etc.) is needed to implement the initiative, list them on consecutive rows following the unit-level initiative.

Note: Resources to support program plans are allocated through the annual planning and resource allocation process (not the program review process).

The completed 3-Year Program Planning Template will serve as a draft/starting point for upcoming annual planning and resource allocation cycles.

COLUMN A	COLUMN B	COLUMN C	COLUMN D	COLUMN E	COLUMN F
Program/ Service	**Unit-Level Initiative**	**Anticipated Year of Implementation**	**Anticipated Outcome of Initiative**	**Description of Resource Need**	**Type of Resource Need**
History	Diversify offerings	2023-2025	New courses developed and approved	N/A (See above)	
History	Complete SLO assessments	2023-2025	All CLO and PLO assessments current	N/A (See above)	
History	Develop new assessment cycle	2023-2024	New cycle developed and implemented	N/A (See above)	

HISTORY FALL 2023

Completed by Supervising Administrator:

Jerry Dunlap

Date:

11.3.23

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

- Accomplished and dedicated full-time and part-time faculty.
- Robust fill rates during the last review cycle.
- Average class sizes eclipse the institutional average.
- Retention and completion rates are on par with institutional rates.

Areas of concern, if any:

- No major areas of concern.

Recommendations for improvement:

- The development of new History curriculum is needed.
- The SLO assessment cycle needs to be revamped.
- There is a desire to update current History curriculum.

Additional information regarding resources:

- As stated in the review, resources are sufficient at the present time.