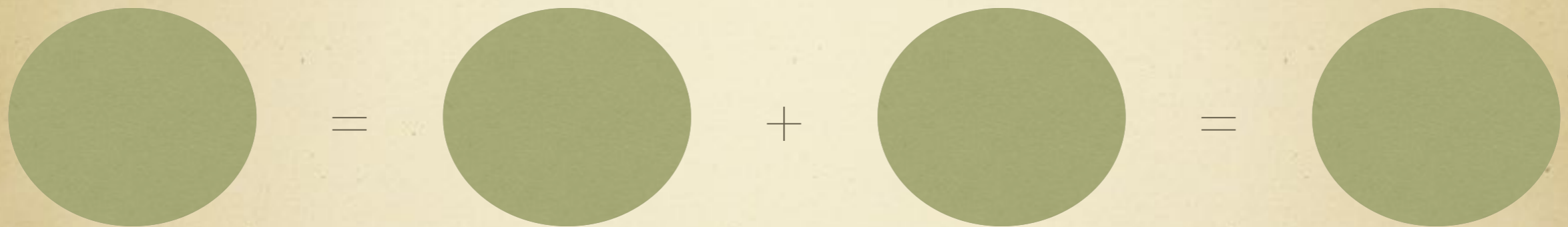


History Department
Comprehensive Program Review



Historical Framework

Assessing Past & Present While Planning for the Future



Challenge

Historical
Context

Outcome

Choice



(Historical) Context

Snap shot of Program

About Us

- 4 tenured faculty, 9 adjunct faculty
- AA-T History
- Department carries a major portion of our divisions load through G.E. offering.
- We have roughly 20 courses that we offer in various modalities.

Campus Contributions

- Our department & its members have contributed to equity informed programming such as...
- Comprehensive College Redesign
 - Equity Academies
 - Social Science Unwrapped Series
 - Project Change
 - Learning communities

Program Outcomes

(We are a GE program. Only 10 students graduated with a History Degree in the last two academic years)

Success with...

We are an HSI?!?!?! ←

Latinx:	70% & 67%
Filipinx:	76% & 75%
Asian:	83% & 80%
White:	79% & 79%

Multi-race:	75% & 75%
Black:	65% & 67%
Pacific Is.:	64% & 57%
Nat. Am./Al. Nat.	67% & 55%

Female:	77% & 76%
Male:	74% & 72%

Questions/Observations

- Are we collecting CPR trends?
- We need intersectional data



The Challenge(s)

Issues & obstacles identified through CPR process

Departmental Challenges

Deep philosophical divides

i.e. Student-ready vs. college-ready orientations

Lack of Programmatic identity

i.e. Regardless of what class a student takes, what is the historical framework of thought they should leave with?

Lack of Departmental Engagement

i.e. We do not meet regularly, and not all tenured faculty contribute to departmental responsibilities

Institutional Challenges

Need for more integration

i.e. How are cpr findings informing Ed Master plan, Peoples College, and PD?

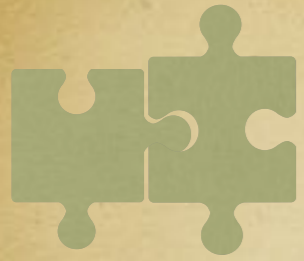
Misalignment between mindset & Structures

Student-ready pedagogy requires significant more time for relationship building and relevant curriculum designing so 5 classes at 45 students does not work

Equity as a Choice

Inequity is not the accumulation of random individual choices, but the desire of a system realized through its institutions

These challenges, in part, contribute to the equity gap data on the previous slide



The Choice

Addressing Program identity through revamped SLO's

Criteria's for Revamped SLO's

Is it equity advancing?

Is it social justice oriented?

Does it center students?

Does it support currency & relevance?

Does it align with ISLO's?



SLO Model (ex. Hist 240)

1. Analysis and evaluation of how laws, policies and institutions have affected the distribution of power, privilege, and access for various ethnic and racial groups in California history.
2. Examination and evaluation of the significant historical contributions of various ethnic and racial groups in the development and evolution of California.
3. Assess the role the history of race and ethnicity has played in shaping contemporary social issues in California.
4. Assess the role the history of race and ethnicity in California has played in shaping personal circumstances.

*We have created PSLO's for the first time, and they are aligned with our SLO model.

*We have updated all COR's to include ZTC materials, and some faculty are working on ZTC related projects



Outcome(s)

Goals moving into the next six year cycle

Goal 1

Develop an equity informed departmental philosophy & identity

Goal 2

Develop assessment tools for our new SLO's

Goal 3

Advocate for the hiring of, at least, two full-time hires

We are requesting that our administration grants us a department chair to coordinate the efforts necessary to achieving goals 1 & 2.



We carry the load for our division & corner stone g.e. programs



We have 13 faculty



We have deep divides to bridge



Inequitable work load on our dept already is a problem

Goal 3

Advocate for the hiring, at least, two new
faculty hire

Goal 3

Advocate for the hiring of, at least, two full-
time hires