Program Review Update

2024-2025

SKY Dept - History

Bianca Rowden-Quince

Bianca Rowden-Quince (Dec 10, 2024 20:30 PST)

12/10/2024

SKY Instructional Program Review Update

Submitter Name:
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Submitter Date:
11/15/2024

DIVISION:
Social Science and Creative Arts (SS/CA)

PROGRAM NAME:
History

YEAR OF REVIEW:
2024-2025

1.   STUDENT LEARNING OUTCOMES

What notable conclusions were drawn from the assessment results? If available, note any differences in assessment results by key disaggregations (e.g. modality, learning communities, etc.). What have been the implications for the program? Specific questions to answer in your response:
i. What percentage of course SLOs have been assessed in the last three years?
Number of Course SLOs:
68

Percentage:
41

ii. Which course(s) were assessed in the last three years?
106, 201, 202, 235, 240, 310, 429

iii. Degree-bearing programs are expected to assess Institutional SLOs, ideally during each ISLO's featured year. List which course(s) were assessed for which ISLOs in the last three years.
The dashboard says that the data that is available for the ISLO's are mostly inconclusive. I'm not sure what that means or why that is the case.

iv. Drawing from course and institutional SLOs results, what notable conclusions were drawn? Which results led to action(s) that were planned or taken, if any, to enhance student learning in those courses?
There are several things that we realized about our program during this PRU process:

1. We noticed that we do high stakes assessment on two of our four slo's while doing smaller stake activities for our other two slo's. So a major topic of discussion is going to be whether we need to norm high stakes assessments for all four of our slo's across the classes that we assessed or not.

2. We also realized that some of our former colleagues who were tasked with taking some of our courses through curriculum during the CPR process did not do so, and as a result, several of our courses have old and outdated slo's that do not align with our new slo model. Those classes are Hist: 100 101, 104, 106.

3. We also realized that several courses that the department had selected for deletion during the last CPR process did not get deleted. Once again, one of our former colleagues tasked with sending the deletion memo did not accurately capture the course list for deletion. These includes HIST: 108, 109, 410.

In the final analysis, there are only ten classes that we could assess in this cycle due to several classes having outdated slo's and other classes that should have been deleted. So the more accurate percentage of slo's assessed is 70% not 41%.

2.   CURRICULUM

Please indicate whether the following tasks have been completed:
Submitted a current assessment calendar with all active courses to the Office of Planning, Research, and Institutional Effectiveness
Yes

Updated the Improvement Platform with new and/or changed SLOs, after approval by the Curriculum Committee
Yes

Updated the program website with new and/or changed PSLOs after they are published in the College Catalog
Not Applicable

Reviewed, updated (as needed), and submitted degree and certificate maps to the Curriculum Committee
Not Applicable

3.   ADDITIONAL INFORMATION

Goals & Resource Requests

Department Meetings

Monthly (bi-monthly) department meetings including adjunct faculty. The plan for monthly department meetings has been revised. The department has never been consistent with meeting monthly, often missing an entire semester without meeting. We met when the dean of the SS/CA division called a meeting to discuss a pressing issue. History is the largest department in the SS/CA Division. A department chair or designated coordinator who has release time is necessary to manage the department. Department meetings could be by Zoom.

Year Initiated

2021 - 2022

Implementation Step(s) and Timelines

-Advocate for release time for one fulltime member of department Schedule monthly meetings, including adjunct faculty with an agenda

-Agenda could be discussion of professional development opportunities, sharing of pedagogy, OER/ZTC resources, other campus and department issues

-This would help create the department 'identity' mentioned previously

Mapping

- SKY College Values: *(X - Selected)*
  - **Academic Excellence:** undefined (**X**)

  - **Campus Climate:** undefined (**X**)

  - **Open Access:** undefined (**X**)

  - **Social Justice:** undefined (**X**)

  - **Student Success and Equity:** undefined (**X**)

  - **Sustainability:** undefined (**X**)

- SKY Strategic Goals: *(X - Hightlight Selected)*
  - **Thriving Environment:** Foster a thriving learning and work environment (**X**)

STATUS

Goal Status Date

11/06/2024

Academic Year Updated

2024 - 2025

Goal Status

On Schedule

Goal Status Narrative

We are on schedule on this one, if "on schedule" is defined to mean partially completed. We are now meeting monthly, which is a historic development for the history program (put it in the books, y'all, we are finally doing it!). We have not completed the implementation steps for this to be fully successful and complete. Due to the turnover within the department and at the dean position the past few years (three deans in four years) we have not put together a proposal to share with a dean to request the reassignment needed to coordinate a department of our size. This is necessary to ensure administrative components of the program are organized and completed in timely fashion, as well as taking the lead on facilitating a meeting process that helps us achieve the other related goals.

Resource Request

Division Name

Social Science and Creative Arts (SS/CA)

Goals & Resource Requests

Year of Request

2024 - 2025

Resource Type

Other

Resource Name

Reassignment

Resource Description

We need a .2 reassignment to coordinate the various responsibilities relating to the administration and innovation within a department as large as ours.

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

A department our size needs someone to coordinate the assessment process, facilitate the monthly meetings, to lead the process of creating new assessment tools for our new slo's and pslo's, and to support any new tenure-track faculty that are hired. Many of our goals are "on hold" or marginally "on schedule" because we simply don't have enough people and enough time to engage the process of making the goals real.

Cost

55,000

Level of need, with 1 being the most pressing

1

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Develop an Equity-Informed Departmental Philosophy and Identity

If we are serious about improving our success with racially minoritized students, than we have to develop a shared program philosophy and identity that explicitly ties an equity-mindset to equitable practices in the context of providing a meaningful educational program. The development of a shared identity and philosophy will function as a compass helping guide the work of the department in work like CPR, and allow new members of the department to have something to reference when engaging in professional responsibilities in the department.

More precisely, once we have developed a new student-ready mindset for our department, we will be better situated in developing practices that address both transactional and transformative dimensions of educational equity.

Measure of Success: That we have a written and publicly shared statement on our philosophy and identity, which can be seen reflected in our SLOs, PSLOs, pedagogy, and assessment approaches.

The ultimate measure of success is our students finding greater meaning and success in our courses as a result of this goal.

Year Initiated

2021 - 2022

Implementation Step(s) and Timelines

Establish bi-monthly meetings in the fall of 2022 to reflect on our success data, engage equity scholarship, go through the process of developing a department philosophy.

1. Have a retreat in May of 2022 to design the fall meetings

Meetings to include mini-pd; data considerations; best practices in the department

Mapping

- SKY College Values: *(X - Selected)*
  - **Campus Climate:** undefined (**X**)

Goals & Resource Requests

- **Social Justice:** undefined (**X**)

- **Student Success and Equity:** undefined (**X**)

- SKY Strategic Goals: *(X - Hightlight Selected)*

- **Antiracist and Equitable Institution:** Be an antiracist and equitable institution (**X**)

- **Antiracist and Equitable Institution:** Be an antiracist and equitable institution (**X**)

STATUS

Goal Status Date
11/14/2024

Academic Year Updated
2024 - 2025

Goal Status
On Hold

Goal Status Narrative
We are behind on this goal because before we completed our CPR, one member of the department retired. Soon after the CPR was completed one member of our department was on extended medical leave, another member was on reduce load towards retirement, and yet another faculty member had reassignment as the pd coordinator. Recently, the three mentioned faculty all retired or left the institution. We have one tenure-track faculty in year two of the process and we have requested two new history hires as part of the FTEFAC process. If we are granted the positions, we can resume this goal.

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2024 - 2025

Resource Type
Other

Resource Name
Reassignment

Resource Description
the need for a .2 reassignment for the department in order to achieve the many of the goals listed in our CPR.

Funds Type – Mark all that apply.
Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
A department our size needs someone to coordinate the assessment process, facilitate the monthly meetings, to lead the process of creating new assessment tools for our new slo's and pslo's, and to support any new tenure-track faculty that are hired. Many of our goals are "on hold" or marginally "on schedule" because we simply don't have enough people and enough time to engage the process of making the goals real.

Cost
55,000

Level of need, with 1 being the most pressing
1

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Goals & Resource Requests

Develop Assessment Tools for Our New SLOs & PLSOs

As a department we are increasingly growing in our awareness that closing equity gaps necessitate both transactional and transformative dimensions of equity. Our new SLOs and PSLOs have been designed to be current, relevant to our students lives, and grounded in the desire to build social justice and equity perspectives in our student learning.

For these SLOs and PSLOs to be successful we need to make sure that the assessments we create and the process of students engaging them are designed through both the transactional and transformative dimensions. For instance, how are we designing the process of completing assessments that recognize the varied historical socio-economic backgrounds that our students come from. In other words, what needs-based approach do we design to support our students in completing assignments. Furthermore, we need to design assessments that support our students in developing a critical sense about themselves and the world they engage. This will necessitate our department to engage in conversations around pedagogy. Are traditional forms of assessment such as multiple-choice exams and term projects the best to inspire and motivate students to engage their creativity when thinking about the relationship of history to their lives and societies?

Measure of Success: Have shared set of assessments for our SLO's and PLSO's by the end of the Spring 2023 semester. (this may include assignment types, prompts, and rubrics)

Ultimately, we want to see improvement in SLO data as a result of these changes in assessment. What that number looks look like has yet to be discussed by the department.

Year Initiated
2022 - 2023

Implementation Step(s) and Timelines
Step1: Review current assessment practice in relation to newly created department philosophy. Which ones reflect and realize our departmental philosophy?

Step 2: Review current assessment practices that were accepted from step 1 and see if they can help in actualizing our SLOs/PSLOs

Step 3: Research transformative and innovative assessment practices that align with philosophy and SLOs/PSLOs

Step 4: Discuss and design assessments for SLOs and PSLOs

As a department we will need to discuss a realistic timeline of how long it will take to successfully achieve this goal.

Mapping
- SKY College Values: *(X - Selected)*
  - **Academic Excellence:** undefined (**X**)
  - **Student Success and Equity:** undefined (**X**)
- SKY Strategic Goals: *(X - Hightlight Selected)*
  - **Antiracist and Equitable Institution:** Be an antiracist and equitable institution (**X**)
  - **Civic Mindedness Cultivation:** Cultivate civic-mindedness to empower self and strengthen society (**X**)

STATUS

Goal Status Date
11/14/2024
Academic Year Updated
2024 - 2025

Goals & Resource Requests

Goal Status
On Hold

Goal Status Narrative
The goal of developing assessment tools for our new SLO's and PSLO's is currently on hold. While some of that work is taking place individually, its not happening as a department. As mentioned in other goal status narratives, we have had four retirements since our last CPR process and we need a faculty member on reassignment to help coordinate the collective of work. In other words, for this to be moved from "on hold" to one of the other categories requires being provided the necessary human resource to make it real. Passion exploitation can no longer be the method Skyline College quenches its insatiable thirst for innovation, time and people are needed.

Resource Request

Division Name
Social Science and Creative Arts (SS/CA)

Year of Request
2024 - 2025

Resource Type
Other

Resource Name
Reassignment

Resource Description
.2 reassignment to facilitate and coordinate the administration and innovation for a department our size.

Funds Type – Mark all that apply.
Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
A department our size needs someone to coordinate the assessment process, facilitate the monthly meetings, to lead the process of creating new assessment tools for our new slo's and pslo's, and to support any new tenure-track faculty that are hired. Many of our goals are "on hold" or marginally "on schedule" because we simply don't have enough people and enough time to engage the process of making the goals real.

Cost
55,000

Level of need, with 1 being the most pressing
1

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Goals & Resource Requests
Minimum of Two Fulltime Hires

The closing of equity gaps, the establishment of an equity-informed departmental philosophy, and both transactional and transformative equitable practices can best be achieved through the hiring of full-time faculty. Both the size of our department and the size of our challenges deserve no less than two to three more full-time instructors. While we certainly need to better engage our part-time faculty, depending on them as consistent contributors is both unrealistic because of complexity of their schedules and potentially exploitive because its not part of their contract. A tenure-track instructor provides sustained and consistent presence needed to achieve our goals. This goal, obviously, has a considerable amount of uncertainty as we don't control the final realization of the goal. Nonetheless, we have decided to include this as a goal because we carry a considerable amount of our divisions load, the content we cover has the potential for transformative impact on our students' imagination and lives, and we have patiently watched in the past six years while other departments in our division receive outsized attention, support, and resources. Any chance we have of correcting the issues discussed in detail in this document is largely dependent on whether we have the full- time personnel in addressing the complex challenges we are faced with in terms of equity and student success.

Measure of Success: We have, at least, two full time hires during the next three years that can support the department in closing equity gaps through an infusion of transformative teaching and learning practices.

Year Initiated
2021 - 2022

Implementation Step(s) and Timelines
Step 1: Prepare well-articulated argument for the need to hire more full-time faculty. This will take place early in fall of 2022.

Step 2: Make the argument to our dean and division during when determining FTEF allocation recommendations to the FTEF committee.

Step 3: Prepare rationale for hiring of full-time faculty for the FTEF committee. This step contingent on the division supporting our request for a full-time hire.

Mapping
- SKY College Values: *(X - Selected)*
- **Academic Excellence:** undefined (**X**)

- **Student Success and Equity:** undefined (**X**)

- SKY Strategic Goals: *(X - Hightlight Selected)*
- **Thriving Environment:** Foster a thriving learning and work environment (**X**)

STATUS

Goal Status Date
11/14/2024

Academic Year Updated
2024 - 2025

Goal Status
On Schedule

Goal Status Narrative
Since writing this goal requesting two tenure track faculty hires, we have lost four tenured faculty and gained one. Now we are in an even more dire situation. We have made a request to the FTEFA committee and all signs point to us being granted the positions. The FTEFA committee has said yes to our request but it needs to go through the shared governance process before its official. That said, we will likely have this as a goal during the next CPR process. While, we have been told putting new hires as a goal is not truly a goal, we will continue to document how one of the largest departments on campus is consistently under-resourced until that is no longer the case.

Goals & Resource Requests

Student Recruitment

The issue regarding the degree and certificate completions of students who major in history is dismal. I'd say it is more than dismal, it is fast becoming a crisis. The crisis is easy to see, a vast majority of Americans do not know much about our history, much less the history of the global community. Students indicate their majors, it shows up on Websmart, and I always have students indicate their majors when I take my brief survey at the beginning of the semester. I've successfully met with a number of them either F2F or on zoom before the end of the semester over the past years encouraging them to earn a history degree, and consider teaching. I offer to mentor them. I attempted to begin a History club a few years ago, and while there was enthusiasm, very few could make meeting times, nor did any student want to take over organizing the club. I am unaware if any other history instructor has reached out to students.

This past year, the Social Science Unwrapped (SSU) series has offered an intimate look at the social sciences, and the 21st century skills students will need during their lifetime. Social Science faculty has been thrilled to discuss their path to majoring in a social science, and how they decided to eventually teach. Psychology has taken the lead organizing on-going workshops and programs for psychology majors with Careers in Psychology. Such an active program could certainly help our recruitment efforts, and offer insight into professions open to history majors.

Numerous reasons why the numbers are so low:

1. Lack of active recruitment by the History department.

2. Emphasis on STEM over the past years, relegating the Social Sciences to lower status.

3. Attitudes that encourage #2 above. Social media, and educational institutions do not encourage majoring in the Social Sciences. Students hear that poor financial rewards, and lack of job opportunities, await Social Science majors and history is a victim of that message.

4. Refers back to only a few in our department 'meeting students where they are' and making history relevant to them personally.

5. Courses that were created because of student interest such as History 410, the Holocaust and History 109, Europe Since 1945 has been dropped from the course offerings because it does not fit into a specific meta-major area. The same holds true for course offerings in the history of China. All of these courses resonate with the global situation today, but unfortunately students will not take them if they do not meet a specific requirement.

Year Initiated
2021 - 2022

Implementation Step(s) and Timelines
Most of the steps below will be ongoing with no specific end date.

1. Working with counselors and other history faculty, there needs to be a more active recruitment of students to major in the discipline.

2. See 5 above.

3. We have added more history courses to our elective selection for History majors.

Mapping
- SKY College Values: *(X - Selected)*
  - **Academic Excellence:** undefined (**X**)
  - **Campus Climate:** undefined (**X**)

Goals & Resource Requests

- **Open Access:** undefined (**X**)
- **Social Justice:** undefined (**X**)
- **Student Success and Equity:** undefined (**X**)

STATUS

Goal Status Date
11/14/2024
Academic Year Updated
2024 - 2025
Goal Status
Discontinued
Goal Status Narrative
This goal was important to only one member of our full-time team but that person has since retired. For current tenure (track) faculty, we see History as a critically important g.e. offering. Of course, if someone does major in it, we are excited, but its important to help all students develop a critically conscious historical mindset, regardless of their major. We can envision that during our next CPR process a new goal being designed that focuses on the importance of History as a core g.e. offering.