

Program Overview	
Program	HISTORY History <input type="text" value="d17"/>
Does this program have a CTE component?	No
Academic Year	2019/2020
Review Period	6 Year <input type="text" value="65"/>
Service Areas	

Program Description and Goals

This section addresses the big picture. Prompts should help you describe your program and goals and the relationship to the institutional mission, vision and goals, and how the program is funded.

1. Describe the program and/or service area under review and how the program supports the mission of Santa Monica College.

The History Department houses a single discipline and each course shares common objectives and outcomes. In brief, we have a high degree of internal coherence even as we offer a wide range of transfer-oriented courses. The department offers anywhere from twenty-two to twenty-six unique courses every semester. Students primarily fulfill IGETC requirements through our basic survey courses (Western Civilization, World Civilization, and United States history). We also offer numerous specialized courses on world regions (Africa, Asia, Latin America, and the Middle East) and topics (religion, science, environment, and US social groups). Our department largely fills student need to fulfill GE requirements, both for the CSU and IGETC.

While the department is largely transfer oriented, we support SMC's mission of promoting a safe, inclusive and dynamic learning environment that encourages intellectual and personal exploration, both inside and outside the classroom. First, the department engages in professional development for instructors during departmental flex days. For example, for the Fall 2019 departmental flex, the department organized an interactive workshop on recognizing and confronting microaggressions in the classroom that can potentially create an unsafe and uninviting classroom space.

Our courses also highlight individuals' connection to communities--past and present, local to global, and social to environmental. All our courses focus on teaching students to make connections, searching out narrative and historical themes that explore topics like class, gender, race, environment, technology, and culture, among many others, that cross communities, nations and even time. The department's courses also emphasize context and how time and place may lead to different responses and actions. For example, migration/immigration is a topic that has long existed but how individuals, communities, and societies have reacted or responded have been unique to that time and place. The ability to make connections and see patterns in the past helps students to ask questions about their relationship to their

own world. When students feel that the content of courses is relevant to their own lives, it creates a personal connection to what they study and improves success rates. This is a department priority that is reflected in our third SLO, common to all our courses, to “Demonstrate the value of historical knowledge for understanding more recent and/or comparable issues, events, and trends.” This engagement with contemporary social issues is reflected in the demand for our most popular course, History 10, “Ethnicity in American Culture.” Moreover, the breadth of communities, economies, cultures, and environments covered in our courses introduces students to a multitude of perspectives helping “develop an understanding of their relationship to diverse social, cultural, political, economic, technological, and natural environments.”

In addition, the department also emphasizes student growth by building transferable skills, both hard skills like writing, and soft skills like critical thinking, problem solving (recognizing patterns and applying them to new information, situations, and problems), and understanding different perspectives. These are skills that employers repeatedly report are the most important job skills that recent graduates woefully lack.¹ Recent surveys of employers by Forbes Magazine found employers want employees who are able to learn quickly, fit into the workplace environment, and be responsive to the task at hand. For these reasons, 93% of employers believe that critical thinking, communication, and problem-solving skills are more important than a job candidate’s undergraduate field of study. Furthermore, 95% of employers are looking for candidates whose skills translate into out-of-the-box thinking and innovation, as many of the jobs being filled today come with challenges that are more complex than in the past. Perhaps this explains why Silicon Valley is starting to favor employees who studied liberal arts, versus those who took the more “typical” tech path as software engineers. Soft skills are the skills of the future.”²

It is precisely these soft skills like problem solving and critical thinking, that are central to History as a discipline, and that prepare students for not just a job, but a career as engaged members of their local, national, and global community. These skills are the focus of a department SLO common to all our courses that students, “Demonstrate the ability to interpret historical information by applying analytical skills used by historians—such as synthesizing evidence from both primary and secondary sources, comparing and contrasting multiple perspectives, contextualizing information, and/or identifying causes and effects of change and continuity—to the course content.” In an effort ensure consistency in terms of these writing and critical thinking skills across sections and not matter the instructor or section, the department adopted policy #6 in Spring 2018 which requires all instructors, at minimum, to assign multi paragraph writing assignments and engage critical thinking skills by requiring students to work with primary sources. Most of our faculty go well beyond this minimum, with approximately 75% of our faculty assigning formal analytical and argumentative essays requiring citations, as well as in-class essays.

While the department challenges students to grow personally and intellectually, we also support students in “achieving their educational goals” in two ways. The department also uses instructor evaluations as an opportunity to discuss pedagogy, especially in

regards to equitizing the student experience through course design. For example, scaffolding assignments that progressively build skills throughout the semester. Department policies adopted in Spring 2018 also require instructors to give feedback on assessments in a timely manner, and that evaluation of professional development prioritizes pedagogy such as training in new technology, new assessments, and use of secondary and primary sources. Second, the department has been running a peer mentoring program since Spring 2015. Every semester for the last four years, two to three sections, are assigned student mentors who are recruited and trained to mentor fellow students in skill building. Finally, every semester the department organizes a four part academic skills workshop series on 1) prepping for success, 2) notetaking, 3) reading sources analytically, and 4) history essay writing. Last year we increased attendance by around 20% compared to the prior year, and have maintained high levels of attendance, with 452 in total attendance in Spring 2019, compared to 447 in Fall 2018.

Over the past six years, the department has also provide dynamic” learning through experiential educational opportunities that emphasize one on one mentorship, which build authentic relationships with students. These are key components to student success and closing the equity gap.³ For over six years, the department has and continues to run historical scavenger hunts at the Autry Museum of Western History and Little Tokyo/Japanese American National Museum every semester. The department has also been involved in bringing guest speakers like the Counsel General of Turkey and Belgium in the last two years, as well as organizing events for Hispanic Heritage Month and Asian Pacific Islander American Heritage Month for the last five years. Some of the department’s larger projects have targeted students of color including our Quinn Digital Archive (2014-2017) which was a collaborative internship with our Black Collegians Program and the UCLA Bunche Library (African American Studies Library) that focused on the collection of Dr. Alfred Quinn, the first African American instructor, administrator and trustee here at SMC. Saigu Remembered was a Cal Humanities funded documentary film project (2014-2017) in which SMC students created a documentary about the 1992 Los Angeles civil unrest. The SMC Oral History Program (2013-2016) was an internship program run in conjunction with UCLA’s Oral History Center that trained students how to conduct oral history interviews and work with video and audio technology to record their interviews. Lastly, SMC’s field study to Copenhagen in Spring 2017 was organized and led by two History faculty members. The department feels these out of classroom experiences build student confidence and provide valuable opportunities for students to apply skills learned in the classroom in real world environments.

FOOTNOTES

1. Are College Graduates "Career Ready"? , accessed April 14, 2019, <https://www.nacweb.org/career-readiness/competencies/are-college-graduates-career-ready/>; "Study: Students Believe They Are Prepared for the Workplace;

Employers Disagree," Study: Students Believe They Are Prepared for the Workplace; Employers Disagree, , accessed April 14, 2019, <https://www.insidehighered.com/news/2018/02/23/study-students-believe-they-are-prepared-workplace-employers-disagree>; Karsten Strauss, "These Are The Skills Bosses Say New College Grads Do Not Have," Forbes, May 20, 2016, , accessed April 14, 2019, <https://www.forbes.com/sites/karstenstrauss/2016/05/17/these-are-the-skills-bosses-say-new-college-grads-do-not-have/#1adc9f854916>.

2. Ashley Stahl, "Six Reasons Why Your College Major Doesn't Matter," Forbes, August 12, 2015, , accessed April 14, 2019, <https://www.forbes.com/sites/ashleystahl/2015/08/12/six-reasons-why-your-college-major-doesnt-matter/#2ad13d6335a0>. See also Melissa Korn, "Your College Major Is a Minor Issue, Employers Say," The Wall Street Journal, April 09, 2013, accessed April 14, 2019, <https://blogs.wsj.com/atwork/2013/04/10/your-college-major-is-a-minor-issue-employers-say/>; George Anders, "That 'Useless' Liberal Arts Degree Has Become Tech's Hottest Ticket," Forbes, August 04, 2017, accessed April 14, 2019, <https://www.forbes.com/sites/georgeanders/2015/07/29/liberal-arts-degree-tech/#11793489745d>; and McCuen@aacu.org, "Falling Short? College Learning and Career Success," Association of American Colleges & Universities, January 20, 2015, accessed April 14, 2019, <https://www.aacu.org/leap/public-opinion-research/2015-survey-results>.

3. Brooke Donald, "Stanford Study Suggests Academic Benefits to Ethnic Studies Courses," Stanford News, January 12, 2016, <https://news.stanford.edu/2016/01/12/ethnic-studies-benefits-011216/> and Ashley A. Smith, "San Francisco State Finds Evidence That Ethnic Studies Students Do Better," Inside Higher Ed, July 9, 2018, <https://www.insidehighered.com/news/2018/07/09/san-francisco-state-finds-evidence-ethnic-studies-students-do-better>.

2. Identify the overarching goal(s) or charge/responsibilities of the program or service area. If appropriate, include ensuring/monitoring compliance with state, federal or other mandates.

The department's key responsibility is offering courses students need for transfer, both broad surveys and regional and/or topical courses that allow students to explore more narrowly-framed historical subjects. The vast majority of our students take courses to fulfill general education requirements for transfer. In Fall 2018, there were 8,593 enrolled students who had taken at least one history course. This was 29.5% of the entire SMC student body that semester. However, between 2012-2017, only 445 students transferred as History majors.

3. If applicable, describe how the Institutional Learning Outcomes (ILOs), Supporting Goals, and/or Strategic Initiatives of the institution are integrated into the goals of the program or service area.

The department integrates ILOs, supporting goals and Strategic Initiatives in the following ways:

1) (ILO #1) The History Department helps students acquire self-confidence and self-discipline with integrity both in and outside of the classroom. The department emphasizes equitable pedagogy and classroom practices that engage students through ownership over own education. For the past six years, the department has worked on consistency across sections, focusing on pedagogy like scaffolding, interactive classroom experiences, and peer work. These classroom practices engage and empower students helping close equity gaps and improve student success. The department's experiential learning activities, such as internships, field study and field trips provide students mentorship opportunities as well as experience working with peers and others.

2) (ILO #2) The History also Department supports students in obtaining the knowledge and skills to be critical thinkers and problem solvers. Our department policies and SLOs emphasize the development of transferable soft and hard skills, such as critical thinking, writing, communication, and problem solving. Research reveals these are the skills needed for academic success and are most desired by employers irregardless of major.¹

3) (ILO #3) The History Department offers thirty five different courses that expose students to diverse social, cultural, political, economic, technological and natural environments. These include courses on the history of science and technology, environmental history, religious history, economic history, world history courses about Latin America, Mexico, South Asia, East Asia, Southeast Asia, Africa, and the Middle East, Western history courses about Modern Europe and Britain, as well as U.S. history courses about Ethnicity and Race, African American, Latina/Latino, Mexican American, Asian American, Women, and Native Americans. These are in addition to the six survey courses that cover the three major regional areas (U.S., World, and Western). We are currently also developing a U.S. LGBTQ course and hope to have it approved in the next year. This breadth and depth of courses offers students access to learn about diverse social, cultural, political, economic, technological and natural environments.

4) (ILO #5) The History Department helps students assume responsibility for their own impact on the earth through course like U.S. and Global Environmental History, but also emphasizes human impacts on the environment in all our courses.

5) (ILO #5) The History Department also provides opportunities for students to engage and contribute to local and global communities through varied specialized programs and events. These include two internship programs that connect to local community organizations and colleges/universities, experiential learning through field trips, study abroad field studies, sponsoring guest speakers (Consul General of Belgium and Consul General of Turkey), and organizing events for Asian Pacific Islander American Heritage Month and Hispanic History Month, among other things.

The department has integrated and continues to revise its program, pedagogy and services to meet the needs of students and the community. As SMC's student body

has changed so has the department's focus. While consistency across sections, particularly in regards to writing, critical thinking, and primary sources, has been a major point of emphasis in the past six years, beginning last year the department has made equity its primary focus. Faculty have been encouraged to take equity training, receiving flex credit for participation. The department also began equity training during departmental flex days in Fall 2019 beginning with a workshop and discussion that focused on how to recognize and address microaggressions in the classroom.

The department strives to provide a supportive learning environment running our own peer mentoring program, running a series of skills workshops every semester, and offering our Warner Essay Contest scholarship every spring. In addition, our department has strong connections and supports SMC's retention programs for African American, LatinX and veteran students. The Quinn Archive internship was a paid internship in which the department collaborated with the Black Collegians program, to target African American students.

Finally, the department has been highly involved in SMC's Redesign. Half of our full time faculty have participated in Redesign in some way or other. Two of our full time faculty are highly involved sitting on Redesign committees for scheduling and the Student Care Teams. Three full time faculty members also participated in mapping the Ethnic Studies program and our department has taken the lead in an interdisciplinary effort to reorganize the Ethnic Studies program.

FOOTNOTES

1) Are College Graduates "Career Ready"? , accessed April 14, 2019, <https://www.naceweb.org/career-readiness/competencies/are-college-graduates-career-ready/>; "Study: Students Believe They Are Prepared for the Workplace; Employers Disagree," Study: Students Believe They Are Prepared for the Workplace; Employers Disagree, , accessed April 14, 2019, <https://www.insidehighered.com/news/2018/02/23/study-students-believe-they-are-prepared-workplace-employers-disagree>; Karsten Strauss, "These Are The Skills Bosses Say New College Grads Do Not Have," Forbes, May 20, 2016, , accessed April 14, 2019, <https://www.forbes.com/sites/karstenstrauss/2016/05/17/these-are-the-skills-bosses-say-new-college-grads-do-not-have/#1adc9f854916>.

4. If your program receives operating funding from any source other than District funds identify the funding source. If applicable, note the start and end dates of the funding (generally a grant), the percentage of the program budget supported by non-District funding, and list any staff positions funded wholly or in part by non-District funds. Do not include awards for non-operational items such as equipment (ex. VTEA) or value added activities (ex Margin of Excellence).

The department receives approximately \$10,000 to \$15,000 from the Equity grant for our peer mentoring program. One hundred percent of these monies pay the salaries of our peer mentors. The program began in Spring 2015 and has continued to be

renewed every year. These funds are approximately 1% - 2% of our program's entire budget (from general funds).

Populations Served

In this section you will provide information that describes who your program or service area serves. When comparing data from different periods, use a consistent time frame (ex. Compare one fall term to another fall term)

Saved Information For Populations Served

Area/Discipline Information Pertains To

All Disciplines (answered once)

1. Describe your students in terms of ethnicity, race, gender, age, residency status, citizenship, educational goal, enrollment status, and full/part-time status. Note any changes in student or enrollment data since the last six-year program review and the possible reasons for the changes.

Overall, the History Department has had to adjust to declining enrollment in History courses over the last six years, as the percentage of students in History courses compared to enrollment in the college has steadily declined. Over the last three years, the percentage of students in History courses seems to have plateaued and hopefully will remain steady in the future (Table 1). Part of the reason is due to declining enrollment at SMC, but is probably due more to the national trend to deemphasize the liberal arts and humanities and increased emphasis on career educations in the California community college system. See, for example,

<https://www.insidehighered.com/advice/2019/03/01/shrinking-liberal-arts-programs-raise-alarm-bells-among-faculty>

* Note that the numbers in this column will be the denominators used in calculating the History Department statistics.

**Note that the numbers in this column will be the denominators used in calculating the Santa Monica College statistics. (H=History Department; SMC=Santa Monica College)

2. Compare your student population with the college demographic. Are your students different from the college population?

Over the past six years, the History Department has consistently drawn fewer Asian P/I students to its classes compared to the percentage enrolled at the college. White and Black students take History courses at roughly close to their presence at the college. However, Latinx students are taking courses in the History Department at consistently higher percentages than their overall presence at the college (Table 2).

Over the last six years, the percentage of females taking History courses has been consistently slightly lower than their college participation as a whole, while the males taking courses has been consistently slightly higher than at the college as a whole. As shown later in this section, an additional study was done regarding three gateway courses (History 1, History 10, and History 11) that will show that there are significant differences in who takes these courses (Table 3)

Because the History Department largely draws students (over 80%) in the Under 20 and 20-24 age group, the following table will only focus on those two categories (Table 4).

To a large degree, this disparity is best reflected in the stated goal of students taking a History course compared to the student population as a whole -- that goal being transfer, and to their enrollment status as either first-time freshmen or continuing students. Students take history courses to transfer. Students in History courses tend to be continuing students at a higher percentage than at the college as a whole. A small but important percentage of students taking a History course as first-time freshmen is slightly higher than their percentage in the college as a whole. Thus, the following table will only focus on those two populations compared to the college as a whole. This pattern supports the conclusion that younger students seeking transfer along with a significant portion of continuing slightly older students (20-24 years old) see History classes as critical to their transfer aspirations (See Tables 5 and 6).

Students in History courses, reflective of their younger ages and goal of transferring, are more likely to attend SMC fulltime than the average student (Table 7).

3. What percentage of students in your program place in basic skills and, if applicable, how does this impact your program goals and/or curriculum.

History classes are receiving a higher proportion of Basic Skills students than the college as a whole, even before the elimination of remedial English courses and despite History courses having an English 1 advisory (Table 8).

Does having Basic Skills students affect student success in some of the gateway courses for the History Department, and if so, how does the Department seek to address this considering the issues of equity?

One observation by one of the full-time faculty members resulted in a mini-study of three gateway courses. The observation was that the History 10 students were not the same student population as the history students in the U.S. History Survey (History 11 and 12). As a result, the department decided to dig deeper into the differences between History 10 (which has had an expanded course offering since the last program review) and two of its other surveys, History 1 (the first half of Western Civilization) and History 11 (the first half of the U.S. History survey). The results show that different student populations take these three courses, and if the

department wants to address the issues of student equity, it needs to consider a variety of possible ways to tackle the issue (not a "one model fits all" approach).

History 10 attracts a student population that is not like the overall History or SMC student population as profiled above. It is more Latinx, more female, more in the 20-24 year old category, continuing, transfer mode (Tables 9-12). However, it has a higher proportion of Basic Skills students with a lower retention rate and success rate compared to History 1 and 11.

History 10 serves a number of functions for students. It gives them credit for the SMC Global Citizenship graduation requirement, as well as fulfilling the CSU U.S. History and Institutions graduation requirement and the diversity requirement at many institutions, including the U.C. Berkeley American Cultures requirement. Over the last six years, the number of History 10 sections has increased as has the number of students taking the course (811 in 2013-2014 and 1311 in 2018-2019).

Clearly, students who take History 10 are even more intent on transferring than students taking History courses in general (Table 13). However, Table 14 shows one major obstacle to achieving their goal and that is their basic skills status. The results are lower success rates, retention rates, and grade point average than students in other History courses (Table 15). In comparison, History 1 and History 11 students have higher retention and success rates and higher grades. And their student profiles differ significantly from History 10 (Tables 16 & 17).

History 1, in particular, has a significantly different population than History 10 and History 11 as seen in its consistently lower proportion of Basic Skills students (Table 18). History 1 also attracts more male and white and Asian P/I students as well (Table 19 & 20), the two groups who are statistically doing better than Latinx and African American students at the college as a whole.

The faculty in the History Department need to do further study into the specific course taking patterns and outcomes of its student. Any initiatives addressing the equity gaps will have to entail possible different strategies to address differences not only among the courses themselves but for faculty to be conscious of the different audiences they might face in the classroom and to address the needs of various students.

Program Evaluation

In this section programs/units are to identify how, using what tools, and when program evaluation takes place. Evaluation must include outcomes assessment as well as any other

measures used by the program. Please use Section D to address program responses to the findings described in this section.

Programs/units with multiple disciplines or functions may choose to answer the following questions for each area. If this is your preferred method of responding, begin by selecting a discipline/function from the drop down, answer the set of questions and click "Save", your answers will be added to the bottom of page. Do this for each discipline/function. If you would like to answer the questions once, choose "Answer Once" from the drop down.

How would you like to answer these questions?

Saved Information For Program Evaluation

Area/Discipline Information Pertains To

All Disciplines (answered once)

1. List the specific SLOs your program or discipline has chosen to focus on this year for discussion of program improvement.

SLOs are specific, measurable statements of 'what a student should know, be able to do, or value when they complete a course'. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction.

All instructors in the History department assess all three course SLOs every semester. Each course has 3 SLOs. SLO #1 addresses that course's historical content, listing the specific historical topics to be covered from the Course Outline of Record. This SLO is unique to the course. SLO #2 addresses analytical skills and writing, and SLO #3 addresses the larger value of historical knowledge. Every course shares SLOs #2 and #3.

For example, these are the SLOs for History 1 (Western Civilization I):

1. Describe and discuss, orally and/or in writing, the emergence of Western culture and civilization from paleo- and neolithic societies through Mesopotamia, Ancient Egypt, the Levant, and Persia; Ancient and Hellenistic Greece; the Roman Republic and Empire; and the origins and development of Judaism, Christianity, and Islam; Europe's Middle Ages; Crusades; demographic

and urban change; the Renaissance; and the Reformation.

1. Demonstrate the ability to interpret historical information by applying analytical skills used by historians--such as synthesizing evidence from both primary and secondary sources, comparing and contrasting multiple perspectives, contextualizing information, and/or identifying causes and effects of change and continuity--to the course content.
1. Demonstrate the value of historical knowledge for understanding more recent and/or comparable issues, events, and trends.

Our department was an early adopter of SLOs and has made a concerted effort to ensure that both full- and part-time instructors are assessing SLOs and entering them into the online system in a timely fashion. Since our last Six-Year Review, we have discussed SLOs at several department meetings, including discussions of what types of assessments instructors use to assess SLOs and of their specific SLO data. These discussions have helped instructors, especially new hires, understand what SLOs are, their purpose, and why we assess them.

In 2016-2017 and 2017-2018, we made two changes to our SLOs. First, we reduced the overall number of course SLOs from five to three. Previously, we had 3 Program Learning Outcomes and each course had 5 SLOs. We found this discrepancy to be confusing and repetitive, since all History courses work towards the same program outcomes, with the only difference being the historical content covered. We streamlined our SLOs so that the program and course SLOs mirror each other. Each course has its own SLO #1 dealing with content, and then the second two SLOs are the same for all courses. This change has helped faculty who teach in different regional areas to work together on ideas for assessments, since only SLO #1 is different for their courses.

The two deleted course SLOs were:

3. Identify and analyze in a historical manner the political, economic, social, cultural, and global aspects of the major events and trends of this historical period and interpret their historical significance.

5. Demonstrate, through written work, understanding of history as a discipline characterized by the analysis and synthesis of factual evidence

The previous SLO #5 is now included in our two Program Learning Outcomes (discussed in C-3 below). In streamlining the course SLOs, we also took the opportunity to revise them for clarity. The revised SLOs were then updated on all Course Outlines of Record. All faculty should be including the updated SLOs on their syllabi, and this is checked during the peer evaluation process.

Second, we decided that our course syllabi should list which SLOs are being assessed for each evaluation portion of our course. In this way, students not only see the course SLOs on the syllabi, but also will know that a particular assignment is tied to specific SLOs. This department policy has pushed instructors to reevaluate their assessments for a course and how they tie to the SLOs. This should make assessing SLOs more straightforward and efficient. Faculty have been consistently encouraged to consider what assessments they will use to measure the three SLOs.

2. Describe how the program assesses SLOs and uses the results for program improvement including:

- **how outcomes are assessed and how often**
- **how and when the program or discipline reviews the results and engages program/discipline faculty in the process**

Each faculty member assesses each of the three course SLOs for every course they teach every semester. It is up to each faculty member to decide what specific

assignment(s) will be used to assess each SLO (as reflected on their syllabi). Typically, the assessments are written, often multi-paragraph essays, but they may also be objective measures such as multiple-choice quizzes. Faculty have been encouraged to enter SLO data immediately at the end of the semester when the it is fresh in their minds and would allow for individual contemplation of the results.

The Fall SLO data across the last six years is heartening, although there are individual courses and sections that fell below the average. The average across courses for SLO #1 ranged from 81-90%, for SLO #2 79-84%, and for SLO #3 73-98%. The larger range for SLO #3 can perhaps be explained by the difficulty of measuring students' understanding of the value of historical knowledge. Overall, within the six-year range, we do see growth in the second half for all three SLOs across all courses. For SLO #1, the first three-year average (2014, 2015, 2016) was 83%, while the second three-year average (2017, 2018, 2019) was 87%. For SLO #2, the first three-year average was 80%, while the second three-year average was 83%. Lastly, for SLO #3, the first three-year average was 78%, while the second three-year average was 88%. We experienced some faculty turnover between the first three-year period and second. We also have worked hard over the last six years to ensure consistency across sections thanks to the implementation of new department policies, such as tying course assessment to specific SLOs on the syllabus. We have also made a push in department meetings and policies to encourage faculty to integrate scaffolding into their instruction to help improve student success on assessments.

Over the past six years, we have had several meetings where SLO results were discussed, but these have not been systematized. While allowing instructors to choose how they will assess the SLOs gives them autonomy and helps ensure compliance, it has made discussion and analysis of SLO results difficult, since each instructor's results will depend in large part on the particular assessment instrument used. We have discussed the idea of choosing a course to have instructors work together on

a common assessment to be used for SLOs, but we have not piloted it yet.

We are also discussing revising our SLOs again and moving away from the current approach of trying to measure “content” and “skills” in both discrete and overarching fashions. It is difficult to measure a student’s mastery of the overall “content” of a course in one assessment snapshot. Similarly, the “skills” SLO includes many different types of analytical skills. In order to produce meaningful data that can be used effectively to inform program and instructional improvement, our department may need to develop more specific SLOs that can be more easily measured.

Our department may also want to consider creating a more systematic way of discussing and analyzing SLO data. History courses are divided generally among three geographical areas: U.S., World, and Western Civilization. We may want to divide faculty into three groups based on their main teaching area and have each choose which course to focus on each semester or academic year. They could work collaboratively to develop a shared assessment, analyze the resulting data together, and ultimately, consider new instructional strategies based on that data.

3. If your program or discipline issues a degree or certificate list each degree or certificate and the core competencies students are expected to achieve on completion.

Core competencies focus on the body of knowledge, attitudes, and behaviors a student will have acquired upon completion of a program or certificate and are assessed by either a capstone course or success rates on SLOs for core courses.

The History Department offers an AA-T History degree. The Program Learning Outcomes are:

Upon completion of the program, students will demonstrate, through written and oral academic work, critical examination of historical material, including

primary sources, attending to such concepts as historical agency, context, perspective, and multi-causation. Students will further demonstrate an understanding of history as a discipline characterized by the application of critical analysis to factual evidence.

These are the overarching competencies that all students earning the AA-T History should have, no matter which courses were taken. Again, the second PLO had previously been the fifth SLO for all of our courses.

4. What other evaluation measures does your program or discipline use to inform planning? (For example, student surveys, enrollment trends, student success, retention, degrees/certificates awarded, job placement, transfer rates, TIMS report, tutor usage etc.) Note trends and differences in performance by group (ethnicity, gender, age) or enrollment type (day/evening, on-ground/on-line).

Our department uses multiple evaluation measures to inform planning including enrollment trends, student success and retention rates, transfer rates, and TIMS data. We have not yet used student survey data but we have been considering developing a survey to evaluate students' course preferences and help us direct new curriculum initiatives and class offerings.

Our TIMS data from the past six years shows that our department's equity gap for African-American, Latinx, and two or more ethnicities has largely closed (Table 21 & 22). Unfortunately, the gap for first generation college students and Native American students has persisted across these last six years. For success rates, the starkest change has been for African-American students, showing a 6.9% increase and putting the rate within two tenths of a percent of the college-wide success rate for this group. Of course, the college wide rate of 58.1% is still far too low, and we are not satisfied with simply achieving this already-low benchmark. The gap for two or more

ethnicities has also narrowed, while that for Latinx students has also decreased from a high of -4% to the current -1.5% gap with the college-wide average. Native American students are a bright spot where the department success rate exceeded the college average in 2018-2019 by 27.6%, but with less than 20 students in this group, it is too small a sample size from which to draw broad conclusions.

Overall, we hope in the next six years to not only achieve the college wide averages, but to exceed them clearly and consistently. From our analysis of the TIMS data, we decided to develop and launch our “Equity Through Community” multiyear plan to be discussed in the Moving Forward section.

RATIO OF SURVEY VS. ELECTIVE COURSE & ON GROUND VS. ONLINE

Our analysis of our department’s survey vs. elective course offerings resulted in some fruitful data. We compared the History Department’s course offerings with Political Science and Sociology because in the similarity of both content and academic skills. It is clear from the data (Table 23) that History offers a much wider range of survey courses. Sociology offers only one survey, Political Science offers two surveys, but History offers seven possible survey courses. This can have positive and negative results. On the positive side, students can meet requirements from a range of courses, giving them choice. However, if student demand swells for a specific course or courses, then it can detrimentally impact enrollment in other courses. In other words, part of the decline in History 2 and 34 may be attributable to the range of survey courses the department offers. In addition, online courses represent a significantly higher proportion of sections in both the Sociology and Political Science programs, 39% and 50% respectively, compared to

only 30% in History. Online courses fill at higher seat counts than on ground classes.

COURSE FILL RATES

Enrollment declines coupled with rising student demand for one course, History 10 is threatening to negatively impact the department's ability to continue offering a diverse array of courses, something that is unique among community colleges. This is a point of frustration for the department, as demand and fill rates for both other survey courses and regionally specific courses has declined at the same time demand for History 10 has increased. The department fears bowing to this pressure and continually adding more and more sections of History 10 will lead to the collapse in enrollment in our other courses, destroying the unique diversity of courses that our department offers. This is particularly exasperating as many of our other survey courses fulfill many, if not all, of the same requirements as History 10. For example, History 33 and 34, which are the first and second half of our World Civilization survey courses fulfill all the same general education requirements. Yet, History 33 and especially History 34 enrollments began declining in academic year 2014-2015 (See Table 24 and Charts 1, 2, 3).

To gain more insight into the nature of our enrollment declines, in 2019 the department analyzed course fill rates from the last six years. The results were eye opening. Our analysis revealed that enrollment declines were not uniform across all non History 10 courses. We found that survey courses with lower numbers had consistently lower fill rates than those with higher numbers. For instance, History 1 has higher fill rates than History 2 and History 33 has higher fill rates than History 34. Table 4 reveals that this pattern emerged in fall 2016. Charts 1, 2 and 3 confirm this pattern during spring semesters 2017, 2018, and 2019. The data also suggest that this discrepancy has been far greater for our World Civilization courses (Hist 33 and 34). We also found that the on ground sections filled at lower rates for World Civilization courses.

There is nothing in the data that explains this. History 1 and 2 and History 33 and 34 courses fulfill the same requirements so this eliminates course requirements as an explanation. Nor does student interest since History 1 and 2 both cover Western Civilization and History 33 and 34 cover World Civilization. The only difference being lower numbered courses cover ancient history and higher numbered more contemporary history. If anything, we would suspect higher student interest for the History 1 and 34 since both courses end in the present.

D1: Past year's Objectives

As part of the planning process, programs are expected to establish annual objectives that support the program's goals. Please document the status of the program/function's previous year's objectives. Add comments if you feel further explanation is needed.

Objectives

HISTORY SELF STUDY - D1: Past Year's Objectives

OBJECTIVE 1

Using a multi-section core survey course, such as History 11 or 12, collaborate on a common assessment for the final exam related to content knowledge and analytic skills.

ASSESSMENT DATA: SLO Assessment Data

STATUS: Eliminated

COMMENTS: The department would like to return to this objective after discussion about changes to our SLOs.

OBJECTIVE 2

Collaborate with English Department to pilot English 1 sections geared towards writing for Liberal Arts & Humanities that focus on evidentiary based writing.

ASSESSMENT DATA: SLO, TIMS, IR

STATUS: In Progress

COMMENTS: The department has begun discussions with the English Department. However, the department needs to identify measureable skills based learning objectives before we can identify what skills are common with English courses.

OBJECTIVE 3

Scaling out academic skills workshops by collaborating with other departments. Our department currently offers 4 workshops (Prep for Success, Note Taking, Reading Analytically, & Essay Writing).

ASSESSMENT DATA: Attendance data for workshops, create student survey (IR)

STATUS: In Progress

COMMENTS: The department invited faculty from four departments to attend our Fall 2019 workshops. Only one faculty member from another department attended. We are rethinking how to involve more departments.

Looking Back

In this section, please document what you did last year as a result of what you described in Section C.

1. Describe any accomplishments, achievements, activities, initiatives undertaken, and any other positives the program wishes to note and document.

1. We are continuing to make a concerted effort to increase attendance to our academic skills workshops. These include “Prepping for Success”, “Notetaking”, “Reading Analytically”, and “Essay Writing” that are offered every semester. Last year we increased attendance by around 20% compared to the prior year, and have maintained high levels of attendance, with 452 total attended Spring 2019, compared to 447 in Fall 2018. We are exploring the idea of working with other disciplines that emphasize similar hard and soft skills to scale out these workshops. In Fall 2019, the department invited faculty from several departments to attend and work with us on adjusting them to their department's needs. Unfortunately, only one faculty member contacted us.
2. The department also launched a new multiyear initiative, “Equity through Community” that centers equity in our department planning. The plan was outlined in the Fall 2019 flex meeting and launched with a flex workshop on microaggressions in the classroom. We are working with the English Department on “Writing Across the Curriculum” (see below). This is also a part of our “Equity through Community” initiative.
3. The department also took the lead in bringing together faculty from ten departments to begin reorganizing the Ethnic Studies Program. Currently, the Ethnic Studies Program, is not housed in any department and exists on paper only. This ad hoc committee met twice in 2019, once in the spring and once in the fall semester. The committee has created a timeline to begin reorganizing/restructuring the program, with the first priority being the creation of an Introduction to Ethnic Studies survey course.
4. Finally, the department continues to support our Warner Essay Contest, an essay based scholarship for students. We received 28 eligible applications last spring (2019). Unfortunately, this was a decrease from 49 eligible applications

the previous spring (2018). However, there were some changes made by the SMC Foundation that created some procedural problems which contributed to the drop. The department met with the Foundation in late June to discuss how to streamline and advertise the contest to students. In the meeting, we expressed our concerns about moving the initial application deadline to coincide with the general scholarships application. Our concern stemmed from the fact that unlike other scholarships, the Warner Essay Contest required a written essay that students have to produce. However, the Foundation was firm in their desire to create a single deadline so that awardees could be announced and invited to the official spring presentation. Unfortunately, our concerns were prescient, we received a total of only eight applications. The Scholarships Office and the department discussed and agreed to extend the application deadline and created a new timeline similar to years past. We are hopeful this will give us time to advertise and gather more submissions this year.

2. Summarize how the program or service area addressed the recommendations for program strengthening from the executive summary of the previous six-year program review.

*Executive summary recommendations are italicized and highlighted in red

Determine alternate strategies for capturing the level of detail desired to inform course improvement discussions.

The department has begun discussion revisiting SLOs to include specific skills acquisition. In addition, the department is also planning on working with Institutional Research to create student surveys.

Update the department website for accessibility and currency of information

The department website was completely updated during summer 2019. The new website focuses on career skills acquired in the study of History, AA-T information, and academic support provided by the department (Skills Workshops, Peer Mentoring Program, Warner Essay Contest), and experiential learning opportunities offered by the department such as study abroad and internships.

Ensure articulation of departmental policies is consistently communicated and evaluated

Over the past two years, the department has established more transparency in departmental policies including how courses are assigned to faculty and how faculty are evaluated. The department created a History Department Microsoft Teams page during the Winter 2019 intersession. All department policies, course assignments, evaluation process and criteria, administrative forms, and general information such as flyers for events, and skills workshops are posted on the Teams page and updated regularly. This was meant to create one repository where faculty could easily access information on Safety & Well Being (i.e. Care & Prevention Incident

Report, Center for Wellness, etc), Academic Forms (i.e. Grade Change Form, FERPA Release Waiver, etc), Evaluation Process (i.e. Form granting Canvas Access to Peers, Curricunet, Faculty Observation Forms, etc), and Professional Development resources. Faculty can also input emergency contact information, Office hours, and course teaching preferences here as well. When information is updated or changed, an email notification is sent to all faculty. This information was rolled out during the March 2019 department flex day and through multiple email notifications. All departmental policies are also part of a comprehensive department orientation for all new faculty.

Seek collaborative strategies for supporting the local history student projects that could involve sharing rather than duplicating necessary equipment

The department leveraged camera, audio, and lighting equipment originally funded with a Margin of Excellence mini grant in 2012 for both our local Oral History Internship (2013-2016) and the Cal Humanities funded documentary project. The oral history internship paired students with a faculty member who oversaw their project. Every intern enrolled in an internship class where they were learned oral history training from Prof. William VanBenschoten, and equipment training from Prof. Sang Chi. They also participated in a video editing workshops presented by Prof. Walt Louie in the AET Department. Students completed the internship when they created a video based on their two oral history interviews. The Cal Humanities funded documentary project began in summer 2014, recruitment and training through the Oral History Internship ran from Fall 2014 through then the end of Spring 2015. Production began in Summer 2015 and wrapped in Summer 2016 and post production began in Fall 2016 and was completed in April 2017. Students participated in every phase of the project from research, to interviewing, and editing. The finished documentary, *Saigu Remembered*, traces Korean American experiences during the 1992 civil unrest in Los Angeles. The documentary was screened at SMC's main campus and in Koreatown in May 2017, the 25th anniversary of the LA uprising.

In addition, the Alfred Quinn Archives internship (2016) was a collaborative partnership with UCLA's Bunche African American Studies Library. Dr. Quinn's family donated papers and ephemera to be archived and stored. Three SMC students worked with the Bunche Library staff to digitize and organize the collection and created projects based on knowledge and research of the materials. The Bunche Library handled all storage of the collection and provided our students access and training with digitizing equipment.

3. Describe any changes or activities your program or service area has made that are not addressed in the objectives, identify the factors (e.g., licensure requirements, state or federal requirements, CCCO mandates, regulations, etc.) that triggered the changes, and indicate the expected or anticipated outcomes.

NONE

4. If your program received one time funding of any kind indicate the source, how the funds were spent and the impact on the program (benefits or challenges).

NONE

5. Describe departmental efforts to improve the teaching and learning environment.

The department has implemented policies and practices to improve teaching and learning in the following ways:

1) In Spring 2018, we adopted department policies that were meant to calibrate our assessments across sections to ensure consistency in terms of writing and critical thinking skills. Department policy #6 requires that all instructors, at minimum, assign multi paragraph writing assignments and engage critical thinking skills by requiring students to work with primary sources. Most of our faculty go well beyond this minimum, with approximately 75% of our faculty assigning formal analytical and argumentative essays requiring citations, as well as in-class essays. We have also focused on scaffolding assignments that progressively build skills throughout the semester.

2) Consistently informing faculty that evaluations include adherence to department policies which include policy #6 (above) and also items #8 & #9 which identify evaluation standards:

#8. In the peer evaluation process, the self-evaluation statement and “professional development” is understood to prioritize pedagogy, including training in new technologies, adoption of new assignments and/or assessments, and adoption of new secondary and/or primary sources.

#9. Adherence to department policies is evaluated during the peer evaluation process and overseen less formally in the interim.

3) Began working with the English Department to address increasing writing across the curriculum. With the passage of AB705, writing across the curriculum needs to be seriously addressed. However, to capitalize on Redesign’s effectiveness, our efforts should work synergistically with other disciplines to truly increase student success. Students should be learning to write essays in their area of academic interest. A small committee of History and English faculty met on 10/22/2019 to begin discussions. The initial discussion centered around what kind of writing is done in English 1 and in History survey courses. It was clear that there are common transferable skills such as argumentation, thesis, citation and context that are emphasized in both English 1 and History surveys. There was agreement that issues of literacy (deep level comprehension) were also common across both departments’ courses. The group also identified that students often do not recognize transferable skills as transferable. The following are areas both departments would like to begin collaborating on:

First, centralizing and making Tutoring Center more robust. This includes standardizing training for writing tutors, having departments send representatives and collaborate through the center. A shared document on One Drive will be created where everyone in the group can share ideas on how to revitalize the Writing and Humanities Tutoring center.

Second, share assessments and begin identifying transferable skills across disciplines. First, History must begin discussing and have norming sessions to identify what is working. Then History and English can meet again to share assessments and begin process of identifying shared skills. After this is complete, then the group will proceed on finding ways to make transferable skills more clearly applicable across the curriculum in both English and History courses.

6. If there is a tutoring component or other learning support service associated with the program, describe the relationship between the service(s) and the instructional program. If applicable, discuss any data you have compiled regarding student participation and the impact on student success.

The department continues to run our peer mentoring program, which began in Spring 2015. The department trains three to four peer mentors every semester. Peer mentors are assigned to at least one of our survey sections. Then they are trained to teach deep reading, critical thinking, analysis, writing, and study skills to students in their assigned sections. For the past four years, the department has been able to assign mentors to between four and six sections every semester. All mentors are students who already taken the course and who sit in on all class sessions for the section they assigned. The department has been able to maintain this program with funds from the Equity grant. All funding goes to peer mentor wages. We have not yet found a way to sustain funding to pay for student mentors nor staff to handle administrative oversight if the current Equity grant funding ends.

Moving Forward

Discuss and summarize conclusions drawn from data, assessments (SLO, UO) or other evaluation measures identified in Section C and indicate responses or programmatic changes planned for the coming year(s) including:

- **how the assessment results are informing program goals and objectives, program planning, and decision-making**
- **specific changes planned or made to the program based on the assessment results**

The department has not been immune to the overall enrollment drops experienced by the college over the past four years, losing one or two sections every semester. The department analyzed both course fill rates and the ratio of survey to elective courses to inform current and future planning.

1) Our analysis of the ratio between survey (introductory) and elective courses led to department discussions about expanding our online offerings. Both full time and adjunct faculty participated in these discussions. In Fall 2019, the idea of eliminating some of our survey courses was discussed but rejected in hand. Our discipline is structured by regional areas and four year institutions require History transfer students to complete courses in two regional areas. This would detrimentally impact the ability of students to transfer as History majors and decrease options for students. In terms of online offerings, faculty agreed that offering online

options might lead to stronger enrollment. The department decided to expand our online offerings, but not to the point where we began losing a physical presence of faculty on campus. While department has encouraged faculty to complete @ONE training for online courses, over the past year, there has been a more intentional effort to encourage faculty to complete online course training. The department has consistently informed faculty they can receive reimbursement for @ONE training and reminded faculty both during meetings and posted information on the department Teams page. Over the last two years, two full time faculty completed the training and began teaching online courses this fall, and an additional full time faculty member is currently participating in the training course. In addition, three adjunct faculty members have expressed interest in receiving training. The department is also actively seeking online experience in all new faculty hires, both adjunct and full time.

2) The department undertook several steps to address the rising demand for History 10 and the simultaneous declining enrollment in History 1, 2, 33, and 34. First, we added two to three more History 10 sections per semester beginning in Fall 2013, totaling ten to twelve sections every semester to meet demand. Yet, the additional sections have not abated student demand as History 10 sections are often impacted with waitlists of 5-10 students deep for every section and students showing up on the first day asking to be added. Informal polls taken by History 10 instructors, have revealed that most students are trying to add on the advice of counselors. Department faculty involved with Redesign have also found that many departments list History 10 as part of their program degrees or certificate requirements because it fulfills a variety of requirements. This might explain why counselors seem to be recommending this course (we have no concrete data). Second, in response to falling demand for History 33 and 34, the department reduced the number of sections for both History 33 and 34 and began moving sections online starting Fall 2015. Third, starting eight years ago, the department began sending a list of low enrolled sections with instructor name, time patterns, and requirements fulfilled by each class to counseling multiple times before the beginning of each semester. Unfortunately, these actions have had little impact enrollment. Enrollments for World and Western Civilization courses have continued to decline.

For Spring 2020, the department tested a new course pattern to address the lower enrollment in History 34. We offered only one section of History 33 and three sections of History 34 (two on ground and one online). The idea was to funnel students to History 34 since both History 33 and 34 fulfill the exact same requirements. However, the enrollment data for Spring 2020 show that our plan did not work. We had to cancel one of the on ground sections because it only had 9 enrolled students with about 2 weeks before the semester began. We replaced the canceled on ground section with an online History 34 section. This new online section had 25 enrolled students by the first day of the semester. This suggests that students are using some other criteria other than requirements to choose between History 33 and 34 courses. We can only guess what is driving this discrepancy. The department plans in the next year to work

with Institutional Research to survey students on why they chose one survey over another and create a new plan based on the new data.

3) TIMS data on equity gaps reveals that while our department has decreased some equity gaps, we have not made significant in roads. Our gaps are similar to the college overall. In response, we have established a multiyear plan to support equity. This plan, which we call “Equity Through Community” is premised on centering equity in our classroom practices, academic support, programming, and planning. This is urgent because the majority of students the department serves are students of color. In Fall 2018, there were 8,593 enrolled students who had taken at least one history course. This was 29.5% of the entire SMC student body. Moreover, students of color, especially Latinx students, are overrepresented in our courses compared to the general student population. Of those who had taken 1 history course in Fall 2018, 48% Latinx, vs. 40% for the entire college. Of all students who completed 2 history courses, 51% were Latinx and 10% African American, which suggests students of color are engaged in our subject area. We believe this stems from student interest in our courses, many of which examine the intersectionality of race, racialization, identity, gender, community, migration, institutional power, as well intersecting with areas of growing student interest like Environmental and Global Studies. An example is our most popular course, History 10: Ethnicity and American Culture, that averages 10-12 sections per semester and 4 sections during intersessions, and enrolls over 77% students of color. Data from our SLOs support this. Students in History courses place a high value on the relevance of their education to their own lives. Success rates our SLO that measures if students can demonstrate the value of historical knowledge for understanding more recent and/or comparable issues, events, and trends, average in the 80% to 90% range. This may explain why students of color are overrepresented in our courses when compared with the college. In Fall 2018, students of color comprised 57% of all students who had taken at least one history course compared to 49% for the entire college.

Research on student success also cites creating authentic connections, engaging one on one with students, and wrap around services as most effective in closing equity gaps. This approach comes out of the Ethnic Studies discipline, which studies show improves student success and retention for all students.⁵ The success of our Black Collegians and Adelante programs supports the research. With this in mind, our plan “Equity through Community,” is meant to create a sense of community for students by emphasizing relevant education, academic support, experiential/community service learning, and equitable classroom pedagogy and practices. By relevant education, we mean both content and transferable soft skills and an emphasis on connecting historical analysis to contemporary social issues. See Chart 4 below to see the four components and the corresponding plans of action for each component.

Our department has already begun some of this work. For example, the Peer Mentoring program (Academic Support) is already an established program. We started discussions with the English Department (Academic Support) on writing across the curriculum last fall, and began work on the Ethnic Studies program (Relevant Education). In addition, the department organized its first equity training session during our 2019 fall flex day (Equity in Pedagogy). Faculty participated in a workshop and discussion that focused on how to recognize and defuse microaggressions in the classroom. During our Spring 2020 flex day, we will have a workshop on equity in assessments. This past Fall 2019 semester, department attempted to begin scaling out our academic skills workshops (Academic Support). We contacted Modern Languages & Culture, Philosophy & Social Sciences, and Art departments and invited faculty to our workshops in the hopes of collaborating with them on scaling out these workshops. Unfortunately, only one faculty member attended. Completion and implementation of other programming will happen over the next three to five years. A detailed timeline can be found in section G2.

D2: Coming year's Objectives (Moving Forward)

HISTORY SELF STUDY - D2: Coming Year's Objectives

OBJECTIVE 1

Form an Ethnic Studies working group to create Introduction to Ethnic Studies course as part of restructuring of Ethnic Studies program. This would also include revisiting and possibly revising the Program Learning Objectives as part of establishing an Introduction to Ethnic Studies course (Education Relevant to students).

ASSESSMENT DATA: Institutional Research Data

EXTERNAL FACTORS: SMC Strategic Initiative - Redesign

TIMELINE: Form the committee in Spring 2020. Begin work over the summer and into Fall 2020. Complete COR and Program Learning Outcomes and submit to Curriculum Committee in Spring 2021.

OBJECTIVE WILL BE ASSESSED/MEASURED: This objective will be measured by the submission of the COR and revision of Program Learning Outcomes.

COMMENTS: As Ethnic Studies is a multiprogram interdisciplinary field, organizing faculty from multiple areas will be a challenge. Institutional support in terms of reassign time and other institutional support would go a long way. Depending on level of institutional support, the timeline may have to be revised.

OBJECTIVE 2

Department discussions about how to best use limited resources for student equity. This would include discussing which courses should be assigned Peer Mentors, how to increase communication or advertising of Skills Workshops with certain courses, and planning other types of academic support (Academic Support).

ASSESSMENT DATA: TIMS

EXTERNAL FACTORS: None

TIMELINE: Discussions will begin summer 2020 with full time faculty. Tentative plans and comments during Fall 2020 flex day.

OBJECTIVE WILL BE ASSESSED/MEASURED: At least one programmatic change based on plan decided upon and implemented Spring 2021.

COMMENTS: None

OBJECTIVE 3

Department will continue engage faculty in discussions and professional development on equitable pedagogy and practices inside and outside the classroom (Equity in Pedagogy).

ASSESSMENT DATA: TIMS

EXTERNAL FACTORS: None

TIMELINE: The department will hold Equity workshops during departmental flex meetings for the next four semesters, beginning with "Equity in Assessments" in Spring 2020, "Equitable Syllabi" in Fall 2020, and "Equity in the Classroom" in Spring 2021. These workshops are based on SMC's Equity Resources Guide.

OBJECTIVE WILL BE ASSESSED/MEASURED: The department will Equity practices inside and outside the classroom are reviewed during faculty evaluations. Evaluators will review to see if equitable practices are being employed by faculty.

COMMENTS: None

Curriculum Review

To comply with accreditation standards, programs are required to update their curriculum outlines of record (CORs) every six years. Be sure to submit your updated outlines to the Academic Senate Joint Curriculum Committee in time for them to be reviewed prior to or at the Curriculum Committee's last scheduled meeting of the year (check the committee's submittal deadlines at [click here for dates and deadlines](#)). The Program Review annual report will note whether course outlines are up to date.

1. Discuss how the department reviews, revises, and creates new curriculum. Include the following information:

- **The process by which department members participate in the review and revision of curriculum.**
- **How program goals and SLOS are integrated into course design and curriculum planning.**
- **The relationship of program courses to other college programs (cross-listing, overlapping content)**
- **The rationale for any changes to pre-requisites, co-requisites and advisories.**

- **How the department ensures course syllabi are aligned with the course outline of record.**

Overall, we are committed to continuing to offer not only core survey courses but a wide range of electives in the history of global regions and thematic topics. Ideas for new curriculum arise via departmental discussions as well as the desire to contribute a historical perspective to SMC initiatives and respond to trends within the discipline. The Department follows the general timeline of reviewing and revising Course Outlines at least every six years. Faculty members interested in creating a course, bring their course idea to the chair. The chair and full time faculty discuss the merits and also the feasibility of launching a new course taking in to account enrollment and other factors. If approved, the faculty member will begin developing the course and it will be introduced at a department meeting for discussion by all faculty.

During our last program review, our department discussed breaking History 22 (Middle East) into two semesters. However, with the current decline in enrollment, this did not seem prudent. We also discussed updating History 55 (History of Science) to reflect a more global focus, which we completed in 2017.

Since our last program review, the department has added History 27, a new one-semester course in Southeast Asian history was approved and offered for the first time in Fall 2019. Currently, another faculty member is working on curriculum approval for a new one semester LBGTQ course. This course was presented to department faculty for discussion during our Fall 2018 flex day.

For this year's revisions, all faculty were invited to participate in courses of interest to them and/or for which they have expertise. Many of our adjunct are writing dissertations or recently earned their doctorate so they bring welcome currency to this process. All faculty have been made aware of MetaCurricunet and were granted access when they began revising courses. Currently, we have several courses being updated to reflect current thinking in the field. These include History 2 (Western Civilization), History 21 (History of Russia), History 22 (Middle East), History 42 (Latina/o Exp in the U.S.), and History 43 (Mexican American History).

We have reinforced SLO integration into our course design by implementing department policies (Spring 2018) requiring all courses include primary source analysis and analytical writing. Our department policies also clearly state that professional development in the evaluation process prioritizes pedagogy, including training in new technologies, adoption of new assignments and/or assessments, and adoption of new secondary and/or primary sources. Many department members alert students in the first week of classes to the reading and writing requirements of the course and encourage them to consider their readiness for these. We also encourage students' self-awareness through our Skills Workshops and in-class discussion of these skills.

We currently have two three cross listed courses. History 15 (Economic History of the U.S.) is cross listed with Economics 15 and is staffed by faculty in the Social Science Department. Our two environmental history courses, History 14 (U.S. Environmental History) and History 32 (Global Environmental History) are cross listed with Environmental History. In the future, we expect that many of our social history courses will be cross listed with Ethnic Studies and Women's Studies as well, particularly with the Ethnic Studies Program reorganization.

The issue of aligning syllabi with Course Outlines is addressed at department meetings, through the department Teams Page, emphasized in orientation and mentoring of new faculty, and during the evaluation process.

Community Engagement

In the prompts that follow, please delineate the partnerships you have with the rest of the SMC community as well as those you have with external organizations.

1. If applicable, describe how your department staff members engage in institutional efforts such as committees and presentations, and departmental activities.

Stephanie Amerian - Program Review Committee, Redesign Ethnic Studies, Program mapping, Quinn Archive Internship

Lesley Kawaguchi - Institutional Effectiveness, Program Review, Department Senator, Senate Parliamentarian, Redesign History Dept Mapping

Marisol Moreno - Chair of PDC, Undocumented Ally Program, President's Task Force Social Justice, Ethnic Studies Redesign & Working Group, Redesign Student Teams Committee, Redesign History Mapping

Brandon Reilly - Global Council, Global Studies Redesign, Ethnic Studies Working Group, Faculty co-lead Costa Rica Field Study Spring 2020, Curriculum Committee

Heather Bennett – Global Council, Faculty co-lead for Field Study Copenhagen Spring 2017

Sang Chi – Redesign History Mapping Ethnic Studies Redesign and Working Group, Oral History Internship, Cal Humanities Documentary Grant Project

Edward Wilkinson – Adjunct SMC FA Rep for History Dept

Chris Stiles – Faculty co-lead for Field Study Copenhagen Spring 2017

1) Every year, two of our faculty (Sang Chi & Brandon Reilly) collaborate with faculty several departments to organize events for Asian Pacific Islander American Heritage Month (May) in 2019 and 2020. In 2019, these included two talks one by documentary filmmaker Anne Kaneko called "Diaspora and Identity from Japan to Peru," and another by JP Guzman called "Asian Americans and the Politics of Racial Solidarity, a historical scavenger hunt in Little Tokyo and the Japanese American Museum, and a

pizza social. This year's events include a film screening of "aka DAN: A Korean Adoption Documentary Story," Asian Pacific Islander cultural dance performances by SMC's Global Motions, and a talk by UX Lead at Google AAsthja Gaur.

2) One of our adjunct faculty (Reza Yeganehshakib) organized two guest speakers, the Consul General of Belgium during the Fall 2018 semester and the Consul General of Turkey this spring semester, with the help of the SMC Associates. Both speakers spoke about history, culture and politics and providing students with global perspectives. Attendance at both events exceeded 60 people.

3) Various adjunct and full time faculty have been involved with our English collaboration including Skye Lynch, Bill VanBenschoten, Stephanie Amerian, and Lesley Kawaguchi. All full time and additional part time faculty run our skills workshops every semester including Jessica Marino, George Skiaribin, Ricardo Garcia, Tania Maync, and Skye Lynch.

4) Every semester adjunct professor Jaime Cruz leads students through historic walk of Santa Monica's Pico Neighborhood highlighting the historic contributions that people of color have made in building of infrastructure within the city. He is also a mentor for our Men of Color Mentor Program, and has organized and participated in multiple events at SMC including "Equity Speaks" and "Chicana/o Movement to Trump's Wall."

5) Faculty were encouraged to attend the UndocuAlly Training as part of their flex requirements. Our efforts resulted in five more of our faculty completing the UndocuAlly training. This brings the total number of our faculty who are Undocumented Student Allies to eight out of a total of twenty seven.

2. If applicable, discuss the engagement of program members with the local community, industry, professional groups, etc.)

Faculty members are engaged in professional and community groups and organizations. Most faculty, both full time and adjunct are members of professional history organizations. Our faculty regularly present at conferences and are involved in various community organizations. There are too many to list them all, but some with which faculty have regular contact include the Bunche African American Studies Library (UCLA), UCLA Oral History Center, Santa Monica History Museum, and the VA Park Community Center.

3. Discuss the relationship among and between full and part-time faculty, involvement of part-time faculty in departmental activities, and part-time faculty access to resources and support.

The relationship between full and part time faculty is collegial and the department actively supports and encourages collaboration. Full time and part time faculty have access to the same resources and support. All information and resources are available on the department's Teams page. The department actively encourages adjunct to bring new ideas and lead activities or initiatives. While our adjunct faculty are enthusiastic and contribute a great deal to department activities and programming goals, it is also true that many have limited time.

Current Planning and Recommendations

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

We need more institutional support for interdisciplinary or inter-program initiatives. If the administration could provide institutional structures and aid, it would go a long way to advance these projects. For instance, the tutoring on campus, which happens in multiple locations and by various constituencies, would benefit from formalized structures and aid that would compensate faculty for their time. These are major structural changes that require many hours of work. This cannot be easily accomplished if faculty do not have the time to do the work. Another example would be scaling out skills workshops. There is no institutional support for these activities. This could come in the way of formalizing committees, compensating faculty for their work, providing space to meet, etc. We need continued funding for our peer mentoring program and if possible, an increase in funding to hire more peer mentors.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The department would benefit from better projectors in the classroom or even multiple monitors instead and moveable chairs.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

With full time retirements, it has been difficult to maintain all our activities and programming much less embark on new initiatives. Our "Equity Through Community" initiative is ambitious, and we need as much human capital as possible. While we are hiring a new full time faculty member to begin next academic year, with one retirement last year and another retirement next year, we will be declining in numbers. When you add Redesign work into the equation, this draws even more faculty from instruction and work on department programming. In short, we need more full time faculty.

Future Planning and Recommendations

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

1. Projecting toward the future, what trends could potentially impact the program? What changes does the program anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for these changes?

We anticipate student enrollment to stabilize in the next couple of years and enrollment data from the last couple of years suggest that declines have gotten smaller and may finally be stabilizing. We also anticipate that we will continue to see an increase of

students of color enrolling at SMC. We expect another retirement within the next five years or so.

These trends mean our program must tackle equity with urgency and intentionality. This was the impetus for our “Equity Through Community” initiative. Our department is committed to closing equity gaps, but we believe this can only be done by taking a holistic approach to our programming.

Spring 2020

Education relevant to students

- Form committee from Ethnic Studies working group to create Introduction to Ethnic Studies course as part of restructuring Ethnic Studies. This would also include revisiting and possibly revising the Program Learning Objectives as part of establishing an Introduction to Ethnic Studies course.

Equity in Pedagogy & Education Relevant to students

- Department flex Workshop “Equity in Assessments” from Equity Resource Guide - discussion and norming session on assessments & content to identify what is working. This has two purposes. First, it is part of our equity pedagogy training, but it is also the next step in our collaboration with English Department.

Summer 2020

Work with institutional research to develop a student survey on why students choose specific survey courses

Fall 2020

Survey students across our survey sections and analyze results

Academic Support

- Student population data shows clearly different student populations in department’s different survey courses. Department discussions about how to best use limited resources

for student equity. This would include discussing which courses should be assigned Peer Mentors, how to increase communication or advertising of Skills Workshops with certain courses, and planning other types of academic support.

Equity in Pedagogy

- Department flex Workshop “Equitable Syllabi” from Equity Resource Guide

Education relevant to students

- Finalize COR for Intro to Ethnic Studies and submit to Curriculum Committee for approval
- Ethnic Studies group begins identifying how to structure interdisciplinary nature of courses. Group has expressed interest in housing Ethnic Studies Program in History Department.

Experiential & Service Learning

- Begin planning for restart of Quinn Archive Internship – Leverage partnerships with UCLA Bunche Library and possibly Santa Monica Public Library. Create guidelines and criteria for internship.
- Plan historical site field trip for Spring 2021

Spring 2021

Education relevant to students

- History and English to share assessments and begin process of identifying shared skills and content and find ways to make common transferable skills more clearly applicable across the curriculum (in both English and History courses).
- Begin planning the structure of Ethnic Studies in History Department (tentative)

Academic Support

- Implement one of the programmatic changes discussed by the department about how to best allocate resources to which courses based on student population data.

Equity in Pedagogy

- Department flex Workshop “Equity in the Classroom” from Equity Resource Guide

Experiential & Service Learning

- Launch Quinn Archive Internship (interns once a year, thereafter)
- Begin planning for restart of SMC Oral History Internship – Leverage partnerships with UCLA Oral History Center and Santa Monica History Museum. Create guidelines and criteria for internship.
- Historical site field trip Spring 2021
- Plan historical site field trip for Fall 2021

Fall 2021

Academic Support

- Begin discussions with various departments about how to best approach various tutoring programs on campus. These discussions would center on centralizing and making tutoring more robust. This includes standardizing training for writing tutors, having departments send representatives and collaborate through the center.

Education relevant to students

- Test application of assessments that emphasize common skills in some English and History sections.
- Finalize organization of Ethnic Studies Program

Equity in Pedagogy

- Department flex Workshop “Equity and Language Barriers” from Equity Resource Guide

Experiential & Service Learning

- Launch SMC Oral History Internship (interns once a year, thereafter)
- Historical site field trip Fall 2021
- Plan historical site field trip for Spring 2022

Spring 2022

Education relevant to students

- Advertise Ethnic Studies Program campus wide

Equity in Pedagogy

- Department flex Workshops “Equitable Curriculum & Equity in Online Education” from Equity Resource Guide

Experiential & Service Learning

- Launch SMC Oral History Internship
- Historical site field trip Spring 2022 (ongoing every semester)
- Plan historical site field trip for Fall 2022 (ongoing every semester)

Fall 2022

Experiential & Service Learning

- Historical site field trip Spring 2023 (ongoing every semester)
- Plan historical overnight site trip for Fall 2023

Spring 2023

Experiential & Service Learning

- Historical site field trip Spring 2023

Fall 2023

Experiential & Service Learning

- Historical overnight site trip

Spring 2024 and beyond

- Continue expanding study in-broad & abroad
- Creating robust programmatic connections with other programs such as Ethnic Studies, English and others to support our Equity in Community initiatives

2. If applicable, list additional capital resources (facilities, technology, equipment) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

NONE

3. If applicable, list additional human resources (staffing, professional development, staff training) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

To build out our equity programming, not only are more full time faculty needed, but some sort of compensation for part time faculty. Our adjunct are enthusiastic, but they are not compensated to participate in our English Collaboration, Skills Workshops, Field trips/Study in-broad, or work on any other aspects of our “Equity Through Community” initiative. Depending on individuals to do this work without any compensation, will ultimately mean delays, perhaps long delays in accomplishing our goals.

The department will also need full time administrative staff to help administer both the History and Ethnic Studies programs if that program is to be housed in the History Department, as well as study in-broad and abroad programming.

4. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.

Again it will be extremely difficult to complete our plan without more faculty, additional compensation, funding for student mentors, or institutional support.

5. Summarize any conclusions and long term recommendations for the program resulting from the self evaluation process.

We will be continuing to request more full time faculty. We are also planning to begin building relationships with History graduate programs at local institutions to make recruitment of both full and part time faculty more robust.

6. Please use this field to share any information the program feels is not covered under any other questions.

NONE

Evaluation of Process

Please comment on the effectiveness of the Program Review process in focusing program planning.

The self evaluation process has been valuable as the entire college is currently in the midst of implementing Redesign. It gave the department clarity in terms of both short term and long term planning and programming. We are focused and committed to making equity central to our work and integrating our efforts with the college Redesign efforts. However, as we were writing this report, it seemed that we were often repeating the same information. Perhaps it might be helpful of asking for a chronological plan, instead of the current set of questions.