



Program Review - Overall Report

Instructional: History

Data Review

2021 - 2024

Overall Trends

What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years?

Overall, students in History courses have been about the same from 72.9% to 73.2% in success and decreasing from 86.8% to 85.3% in retention over the past 3 years.

The number of students who have declared a major in History went from 49 to 140 in 3 years. This represents increased growth for this program. Of these students, 22.5% have met with a counselor and developed an educational plan.

The number of students who have completed a degree or certificate in History program went from 13 to 10 in 3 years. This represents decreased growth for this program. In the most recent year, 10 students graduated. The expected number of students who should get a degree would be approximately 28 (20% of Program of Study number in most recent year). The gap in the pipeline is approximately 18 more students to graduate with a degree or certificate.

Disaggregated Student Subgroups

Look at the disaggregated student subgroups in success, retention, program of study, educational planning, and awards for your area. Are there any equity gaps that you will address in the next 3 years?

The success and retention rates for most subgroups (African, Hispanic, white) are near the overall average for History. The number of student who have declared History as their program of study is increasing. By gender over the last 3 years females who have history as their program of study has increased from 36 to 61 and males from 77 to 98. Hispanic females have increased from 24 students to 37 and Hispanic males from 44 to 57. African American students with a program of study have increased as well, although modestly. Black females went from 0 students in 2017-2018 academic year to 3 students in 2019-2020, and Black males remained flat with 4 students in 2017-18 to 4 students in 2019-2020. The percentage of students in the subgroups declaring history as a program of study are in alignment with the subgroup demographics of the Norco College student population as a whole.

Data Review

If there are any concerning trends over the past 3 or more years, or if equity gaps exist, what is your action plan to address them?

There were no concerning trends over the past three years, and there were no notable equity gaps. We will continue to monitor the data for any concerning trends that develop.

Is there a resource request associated with this Data Review? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

No

Assessment Review

2021 - 2024

Section 1: SLO Assessment Status (Based on Dashboard - Assessment Status)

Which Disciplines are included in this Assessment?

History

What percent of SLOs in the disciplines you identified above have been assessed?

100%

Which SLOs have not been assessed and why? Identify both the Course and the associated SLO(s).

NA

Section 2: Mapping Status (Based on Dashboard - Mapping Status)

Are all SLOs mapped to at least one PLO?

Yes

If all SLOs are not mapped to at least one PLOs, please explain why.

NA

Are the appropriate SLOs mapped to GELOs? (If you have a course that is listed in any general education area, it should have at least one SLO mapped to at least one GELO)

Yes

If the appropriate SLOs are not mapped to GELOs, please explain why.

All are mapped. We very much appreciate Charise Allingham's technical help on this, as well as on the SLO mapping.

Section 3: PLO Analysis (Based on Dashboard - Analysis: PLO Direct Assessment)

Which Programs are included in this Assessment?

ADT History

Please identify the PLO(s) - and name the associated Program(s) - that achieved benchmarks.

PL01, PL02, PL03, PL04

To what to you attribute this success?

We were able to create our own PLOs. In all our courses, we focus on teaching students to interpret sources, and to see events in a global context.

Please identify the PLO(s) - and name the associated Program(s) - that did not achieve benchmarks.

All PLOs achieved benchmark.

If there are PLOs that did not achieve benchmarks, what do you plan on doing to improve benchmark attainment?

NA

Assessment Review

Section 4: Alignment to Career and Transfer

Describe the process used in this area to ensure programs (PLOs) align with career and transfer needs.

We designed the PLOs to be broad enough to be flexible to meet our career and transfer goals. Most History majors who get jobs in history become history teachers. A smaller number become lawyers. Both careers need skills in interpreting documents, one of our PLOs. A recent emphasis in the field is to prepare history teachers to interpret events in a global context, also one of our PLOs.

Describe the activities, projects, and opportunities this program offers to support experiential learning and alignment of programs to career and transfer (e.g. capstone projects, portfolios, service-learning opportunities).

We teach the ability to read and interpret primary sources or documents. Historians may become lawyers, and all lawyers need this skill. Also upper level history courses at transfer schools often require this ability. Some instructors assign group research projects which gives students experience in being a team player. This skill is useful in every job. The research experience, too, is valuable at transfer schools. Other instructors assign oral presentations which help prepare our students to be history teachers. Also instructors may ask students to interview family members about historical events they lived through. Students not only find this personally enriching, but also experience conducting interviews teaches students to ask questions, a needed skill for future teachers and future lawyers.

Without looking at your current PLOs, describe some program outcomes which would best help your students continue on the path towards their workforce and transfer goals (e.g. subject matter expertise, hands on experience, partnerships, etc.).

Students should be able to interpret documents, understand history in a global context, and have a good grasp of the different kinds of history (social, political, economic, etc.)

Review current PLOs. Do the outcomes listed above align with the current program outcomes?

Yes.

Program Review: Part 1

EMP GOAL 2. Implement Guided Pathways framework.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

We mapped the SLOs to the PLOs. This provides ADT assessments for improved student success.

What are your plans/goals (3-year) regarding this goal?

Assess History courses more frequently with emphasis on "closing the loop," and align assessment to newly updated course SLOs. Assessment helps us improve our success rate.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

Yes, our assessment review shows that we mapped 100% of SLOs to PLOs.

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

No

Program Review Part 2

2021 - 2024

Curriculum

Are all your courses current (within four years)?

Yes

What percentage of your courses are out of date?

0%

If you have courses that are not current, are they in the curriculum process?

N/A

For out of date courses that are not already in progress of updating, what is your plan?

N/A

Do you have proposals in progress for all the DE courses you intend to file?

No

Do you require help to get your courses up to date?

No

Program Review Reflections

What would make program review meaningful and relevant for your unit?

N/A

What questions do we need to ask to understand your program plans, goals, needs?

N/A

What types of data do you need to support your program plans, goals, needs?

The data required at this time is already provided.

If there are any supporting documents you would like to attach, please attach them here.

Submission

2021 - 2024

All parts of my Program Review have been completed and it is ready for review

Yes