

History Program Review

Rubric Evaluation	Kerri Ryer (Same Division Faculty)	Matthew Litrus (Faculty At-Large)	Adiel Velasquez (Staff At-Large)	Aaron Korngiebel (Administrator)
A. Program Information				
Program Mission Statement				
How many criteria are met for the Program Mission statement?	Addresses 4 to 7 of the criteria - Needs Some Improvement to Meet the Standard	Addresses 4 to 7 of the criteria - Needs Some Improvement to Meet the Standard	Addresses all 8 criteria - Meets the Standard	Addresses 4 to 7 of the criteria - Needs Some Improvement to Meet the Standard
Reader Feedback	The program mission statement is clearly aligned with the College mission statement as it has an emphasis on global understanding and multicultural contributions. To improve, consider clearly stating the programs priorities and aspirational goals. For example, does the department aim to evoke a global understanding in student's historical knowledge or just place a strong emphasis on it?	I liked how the history program's mission statement describes the content it provides for the community and that it specifies its emphasis on global understanding and multicultural contributions. The mission statement can be improved by including the holistic outcome it would like to accomplish (e.g. instill critical thinking within the lens of interconnected history into students) and by specifying the population it is serving.	Perhaps not essential but adding a "Why study History" portion where we connect learning history and its relevance with the present/future of a potential student.	The mission statement reads more like a department description than a mission statement. It should be reworked to be more aspirational in nature and include learning priorities/values. Some learning priorities to consider adding could be critical thinking, source discernment and analysis, argumentation backed with evidence, bringing to light the voices of the marginalized, etc.
Program Learning Outcomes				
Overall, this section:	Exceeds expectations for all 5 criteria - Excellent	Addresses all 5 criteria - Meets the Standard	Addresses all 5 criteria - Meets the Standard	Addresses all 5 criteria - Meets the Standard

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Reader Feedback	N/A	Sometimes, I find that many student learning outcomes can often be too lengthy, vague or intellectual. The PLOs presented here are very concise and easy to understand. If possible, I would encourage the history department to expand their outcomes to lead towards to even more ambitious goals.	N/A	Some minor reworking of the PLOs should be undertaken to show how students will apply what they are learning, e.g. written analysis of historical connections/ interpretations.

B. FTES - Enrollment Trends

1. What does the FTES data trend indicate?	FTES has decreased over the time span by greater than 30% - Needs Major Improvement to Meet the Standard	FTES has decreased over the time span by greater than 30% - Needs Major Improvement to Meet the Standard	FTES has decreased over the time span by greater than 30% - Needs Major Improvement to Meet the Standard	FTES has decreased over the time span by greater than 30% - Needs Major Improvement to Meet the Standard
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FTES Narrative Explanation - *Discuss the factors that would help the college understand these trends and whether there are tangible reasons for no change/flat, an increase or decrease in the trend.*

Overall, in this section:	The narrative includes fewer than 3 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 4 of the criteria - Meets the Standard
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FTES Action Narrative (if applicable) - <i>Describe the proposed actions for stabilizing/increasing the FTES.</i>				
Overall, in this section:	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard
Reader Feedback	The narrative clearly connects the department level course data to individual course offerings. However, the decision to offer a course, and particularly a low enrolled course, is not within department control. Consider other strategies the department might engage in to increase FTES that is within department control.	The History department acknowledges that there has been a large drop in FTES. The data provided to rationalize the drop is global data, and it would be nice to have cited comparable data specific to Foothill's program to make their claim (that creating new courses to attract different types of students) more compelling. I can imagine there being alternative reasons for the loss in FTES (other fields booming, market/labor trends, etc), so I would encourage a bit more introspection over this section. Regardless, I appreciate the history department's diverse course offerings and support their desire to offer more sections of non-	Perhaps identifying other factors that add to the enrollment trend. The skew towards white males is a factor but the skew would've likely been present during 2016-17 and not fully account for the drop in enrollment.	In addition to the approaches mentioned in the narrative, also consider adding language in the course descriptions that the histories of marginalized peoples are interwoven into the larger narratives of US, Western, and World history courses.

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survey courses to attract more students.				
C. Sections - Enrollment Trends				
Section Narrative Explanation (If Applicable) - <i>Explain why the number of sections is flat, increased or decreased.</i>				
Overall, in this section:	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes all 4 of the criteria - Meets the Standard
Section Narrative Explanation (If Applicable) - <i>Explain why the number of sections increased while FTES decreased.</i>				
Overall, in this section:		The narrative is not included	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
Reader Feedback		In the narrative section, I don't perceive the scale at which the administration's policy to maximize productivity has led to the decline in the number of sections. The inverse relationship between number of sections and productivity is not universal among all programs, so it would be nice to know how much the history department	I agree that adding a more diverse offering of history topics would increase visibility and attract students who would otherwise not relate to study of Eurocentric subjects	Consider discussion with dean about modality mix and strategize how to offer courses in a variety of modalities to meet student needs. Student preference trends coming out of the pandemic are for more online and virtual (classes delivered over Zoom) classes.

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		believes the emphasis in productivity has decreased their sections. With that said, the claim that administration cancelling lower enrolled classes contributes to lower number of sections is a tenable one. I can imagine that this strategy of canceling low productivity classes to be very disruptive to a program's growth. Finally, I'm pleased to hear the department will consider offering courses in more modalities (hybrid, in-person in the summer) to increase the number of sections.		

D. Productivity - Enrollment Trends

1. What does the data indicate about the productivity trend?	The program productivity trend has increased or has reached its maximum - Excellent	The program productivity trend has increased or has reached its maximum - Excellent	The program productivity trend has increased or has reached its maximum - Excellent	The program productivity trend has increased or has reached its maximum - Excellent
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Productivity Narrative Explanation (If Applicable) - <i>Explain why the productivity is flat, increased or decreased.</i>				
Overall, in this section:	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard
Productivity Action Narrative (If Applicable) - <i>Describe the proposed actions for stabilizing/increasing the productivity number.</i>				
Overall, in this section:	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative is not included	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative is not included
Reader Feedback	While the number of sections is a legitimate factor, it is not within the control of the department. Consider brainstorming ways to improve productivity that is within the control of the department, regardless of the number of section offerings.	Over time, the productivity of the history department's courses has increased considerably.	What other factors may account for the trend? Including additional factors within department control could be beneficial.	Productivity has increased but with a cost to course variety.

E. Enrollment by Student Demographics

a. Enrollment by Gender

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Enrollment by Gender Narrative Explanation - <i>Explain why the enrollment rates is flat, increased or decrease for male, female, or non-binary.</i>				
Overall, in this section:	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard
2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College?	The difference between the genders/sex is less than or equal 10% - Excellent	The difference between the gender/sex is between 11% to 20% - Meets the Standard	The difference between the gender/sex is between 11% to 20% - Meets the Standard	The difference between the genders/sex is less than or equal 10% - Excellent
(College 2020-21 = 52%Female, 46% Male)				
Enrollment by Gender Action Narrative (If Applicable) - <i>What is the source of gender disparity and what proposed/planned actions is the program taking to achieve parity?</i>				
Overall, in this section:	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard
3. What does the data trend indicate about enrollment (headcount) by gender of declared majors in the program?	The Gender gap by declared major is between 11% and 20% - Meets the Standard	The Gender gap by declared major is between 21% and 30% - Needs Some Improvement to Meet the Standard	The Gender gap by declared major is between 21% and 30% - Needs Some Improvement to Meet the Standard	The Gender gap by declared major is between 0% and 10% - Excellent
Reader Feedback	The department brings to light a very important point about the gender	I appreciate the context provided showing the trend in the last 20 years. I	N/A	Beyond just offering courses on women's history, consider other

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	makeup of faculty and how it maybe contributing to the gender gain enrollment. While expanding course offerings is another potential action, consider ways in which to make the core programatic courses more attractive to a gender diverse student body.	would agree that offering classes that emphasize the contribution of women in history (along with marketing to promote such classes) would be an effective way to attract more women to the program.		recruiting or support activities like clubs, honor societies, campus activities that celebrate women's history, etc.
b. Enrollment by Ethnicity				
Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group?	The enrollment mirrors the college's ethnic distribution or the program has explained why the distribution is appropriate - Meets the Standard	The enrollment mirrors the college's ethnic distribution or the program has explained why the distribution is appropriate - Meets the Standard	The enrollment mirrors the college's ethnic distribution or the program has explained why the distribution is appropriate - Meets the Standard	The enrollment mirrors the college's ethnic distribution or the program has explained why the distribution is appropriate - Meets the Standard
(College 2020-21 = 5% African American, 28% Asian, 5% Filipinx, 28% Latinx, 1% Native American, 1% Pacific Islander, 29% White, 4%Decline to State)				

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Enrollment by Ethnicity Narrative Explanation (If Applicable) - <i>Explain changes identified over the past five years for each ethnic group (address each ethnic group by bullet point).</i>				
Overall, in this section:	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
Enrollment by Ethnicity Action Narrative (If Applicable) - <i>Describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.</i>				
Overall, in this section:	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard
Reader Feedback	The college wide decline in international enrollments and focus on the dual enrollment program does feel evident in your data. In addition to this trend, can the department identify any potential causes that are within the department control? In addition, similarly to the gender analysis, perhaps the racial composition of the department is also playing a role here. Are there any curricular or pedagogical practices that	Overall, I see that the demographic of enrolled students matches that of Foothill College as a whole and that Asian enrollment has dropped somewhat. I am satisfied with the explanation that this slight change may be a consequence of lower-than-usual international student enrollment.	A wider selection of courses such as History 19 should attract more diverse students and graduates. It seems it may take more than one quarter for students to talk and through word of mouth share their experiences in these courses.	Again consider recruiting activities like partnerships with different groups on campus to promote classes, advertise the integration of the history of minoritized peoples into larger historical narratives and course descriptions, and other engagement strategies to encourage enrollment in history courses.

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	could expand the ethnic diversity of enrollments?			
F. Student Course Success				
a. Student Course Success				
1. What does the data trend indicate about overall course success?	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
Student Course Success Narrative Explanation - <i>If the data trend shows an increase, decrease, or no change in students' course success percentage, explain what programmatic factors led to such a trend.</i>				
Overall, in this section:	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard
Student Course Success Action Narrative (If Applicable) - <i>Describe the proposed actions for stabilizing/increasing the student's course success percentages.</i>				
Overall, in this section:	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative is not included	The narrative is not included	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard
Reader Feedback	While the slight increase in success could be attributed to lower enrollment rates of students who historically have lower success rates,	It is heartening to see a general increase in course success across the board, even though it is small one and may be attributed to external factors.	Increase in course success is great! Accessible tutoring programs specifically for history students would be great. Students may benefit from	Consider doing a deeper dive with the data to determine why success numbers have increased. Is it because with fewer

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	are there any other factors that may have contributed to this gain. For example, did the department faculty engage in any different pedagogical practices in the last two years?	Discussion of the course section of specific groups is included in later sections.	a more active History Club and opportunities to collaborate. Marketing of a History Club and/or more classroom presentations of campus resources could increase success.	classes, students are more likely to have a full time faculty member teaching them? Were new faculty members added who have aided the increase? Was this a result of faculty members or was this truly just that enrollment declines have meant less successful students have left the college?
b. Student Course Success by Student Groups				
3. Is there a course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Decline to State student groups?	The gap between the two groups has not changed over the time span - Needs Some Improvement to Meet the Standard	The gap between the two groups has not changed over the time span - Needs Some Improvement to Meet the Standard	The gap between the two groups has not changed over the time span - Needs Some Improvement to Meet the Standard	The gap between the two groups has decreased over the time span - Meets the Standard
Course Success by Student Groups Narrative Explanation - <i>Explain why the course success gap is flat, increased or decreased.</i>				
Overall, in this section:	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard

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Course Success by Student Groups Action Narrative (If Applicable) - <i>What actions are program faculty and staff engaged in to decrease the course success gap between African-American, Latinx, and Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?</i>				
Overall, in this section:	The narrative is not included	The narrative is not included	The narrative is not included	The narrative is not included
Reader Feedback	N/A	N/A	Over the 5-year period, student success in more marginalized groups increased in the first and last year while also showing decreases in the middle years. The trend seems to show no change if an average is taken and Covid not accounted for.	Consider a deeper dive of the data with department faculty to determine causes of the decline in the opportunity gap. There may be some best practices that could be shared if it can be attributed to faculty efforts.

G. Student Course Success by Demographics

a. Student Course Success by Gender

What does the data indicate about course success?

Female	Course success has improved over the time span - Excellent	Course success has improved over the time span – Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
Male	Course success has improved over the time span - Excellent	Course success has improved over the time span – Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has improved over the time span - Excellent

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Non-binary	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
Course Success by Gender Narrative Explanation - <i>If the data trend shows an increase, decrease, or no change/flat in the male, female, or non-binary student course success percentages, explain why the percentage is flat, increased or decreased.</i>				
Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
Course Success by Gender Action Narrative (If Applicable) - <i>Describe proposed actions to stabilize/increase the course success rates for either male, female, or non-binary.</i>				
Overall, in this section:	The narrative is not included	The narrative is not included	The narrative is not included	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard
Reader Feedback	N/A	I am pleased to hear that History faculty were able to utilize professional development to increase success rate among all sexes/genders.	N/A	More investigation is needed on why female and male success rates have increased. Did faculty change their assignments to accommodate largely online learning, etc?

b. Student Course Success by Ethnicity

What does the data trend indicate about program

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student course success by ethnicity?				
African Americans	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has improved over the time span - Excellent
Asian	Course success has improved over the time span – Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
Filipinx	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
Latinx	Course success has improved over the time span – Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent
Native American	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard

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Pacific Islander	Course success has improved over the time span – Excellent	Course success has improved over the time span – Excellent	Course success has improved over the time span – Excellent	Course success has improved over the time span – Excellent
White	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
Decline to State	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
Student Course Success by Ethnicity Narrative Explanation (If Applicable) - <i>If the data trend shows a decrease in any of the student ethnic groups' course success rates, explain why the percentage decreased for each (address each ethnic group by bullet point).</i>				
Overall, in this section:	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard
Student Course Success by Ethnicity Narrative Explanation (If Applicable) - <i>Describe the reasons for the gap in course success.</i>				
Overall, in this section:	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard

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Student Course Success by Ethnicity Action Narrative (If Applicable) - <i>Describe the proposed actions for stabilizing/improving the course success by ethnicity.</i>				
Overall, in this section:	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes all 5 of the criteria - Meets the Standard
Reader Feedback	This is the most robust narrative and clearly identifies several steps that can be taken both within and outside of the department. To improve further, create a set of short term and long term measurable goals/steps that the department will take. For example: In Fall 23 the department will request student work study hours to establish a peer-tutoring program to confront the lack of History tutors in the TLC. If approved, the department will launch the peer-tutoring program in Spring of 23 with the aim of serving roughly 50 students per-quarter. The department will develop guidelines for referring	For the sake of introspection, I would challenge the department to provide at least possibilities on why there is a gap in course success for ethnic groups outside of the known achievement gaps collegewide. I echo the sentiment that the data provided can be difficult to draw conclusions from due to the fluctuating conditions of the pandemic years, and appreciate the department for doing their best to explain why the Native American, PhillipinX and Decline to State students have decreased in course success. I support the History department's desire to offer a more diverse	Great points on suggesting a range of course offerings and support services for History students. Hope you may consider having support programs host in-class/zoom presentations as well as suggesting faculty give extra credit for participating in tutoring, campus clubs and other student organizations. Let us know if Foothill's Outreach Program can come share on the various options within student services and campus life.	By and large student success has increased in nearly all groups. Continue to build partnership with other groups on campus to maintain this success.

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	<p>students to the program and collect data on program use. In the Fall of 24' use data will be analyzed in collaboration with success rates to evaluate the effectiveness of the intervention.</p>	<p>course load, and to have those courses taught by more diverse faculty. I also hear their concern that history courses involve writing skills, and that the history department does not receive as much support as other departments. I affirm their plan to work with the TLC/LRC to find more resources catered for their students, and hope administration is also able to accommodate for these needs.</p>		
