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Collector:	Email Invitation 1 (Email)
Started:	Monday, February 10, 2020 6:56:28 PM
Last Modified:	Monday, February 10, 2020 7:49:07 PM
Time Spent:	00:52:39
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Page 1: I. Program Overview and Update

Q1 Department(s) Reviewed:

History, Humanities, and Philosophy Department; Discipline: History

Q2 Lead Author and Participants: Please list any person who participated in the preparation of this report.

Moriah Gonzalez-Meeks. Participant: Peter Utgaard.

Q3 Dean/Manager:

Alicia Munoz

Q4 Program Update: Please summarize the changes, additions, and achievements that have occurred in your program since your last program review was submitted. To access your 2019 program review, visit the Program Review webpage.

During Summer 2019, there was a departmental reorganization where the History program moved from the Social and Behavioral Sciences department to join with Humanities, Philosophy, and Religious Studies. In addition, the college hired Dr. Stan Rodriguez, the first full-time Kumeyaay Studies instructor at Cuyamaca! The new department is called History, Humanities, and Philosophy and houses the disciplines of History, Humanities, Kumeyaay Studies, Philosophy, and Religious Studies. History faculty are creating new learning communities as well as organizing community-building, career exploration, and interdisciplinary events for students.

Page 2: II. Assessment and Student Achievement

Q5 1. Do you have a course Student Learning Outcome (SLO) assessment plan on file with the Student Learning Outcome and Assessment Committee (SLOAC)?If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu.   **Yes**

Q6 OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission.

HIST, SLO Assessment Plan.docx (21KB)

Q7 2. Please provide an analysis of your Student Learning Outcomes (SLO) findings and what changes, if any, were made as a result.

In the past, all courses assessed one common SLO each semester using a common test question to assess learning. Over the last year, faculty expressed an interest in assessing SLOs throughout the semester rather than once a semester in order to make it more meaningful. In addition, SLOs typically measured students' knowledge of particular facts rather than demonstrating their competency related to historical thinking or skills. In order to make SLO assessments more consistent a new assessment plan has been created. After consultation with SLO coordinator Tania Jabour, new skill-based SLOs are currently being created. CORs will be updated over the course of the academic year. The department has a separate SLO meeting to evaluate assessments and discuss student learning; the goal is to make this process more meaningful and intentional.

Q8 3. Does your department or discipline offer any degrees and/or certificates?   **Yes**

Page 3: II. Assessment and Student Achievement

Q9 4. How are you currently assessing your PLOs?

We are not currently assessing our PLOs. This semester we will begin working with Tania to create PLOs for the Humanities ACP. We will begin assessing our PLOs after that is complete.

Q10 5. Are your PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives?To access the College Catalog Associate Degree Programs and Certificates section, click here.   **Yes**

Q11 6. Are the PLOs mapped onto the course SLOs? If you require assistance, please contact Madison Harding in the IESE Office at madison.harding@gcccd.edu   **Yes**

Page 4: II. Assessment and Student Achievement

Q12 Referencing the last 5 years of data, discuss the changes in course success rate since the last program review (annual or comprehensive) report.

The overall success rate for History remained level at 72% during both Fall17-Spring18 and Fall 18-Spring19, and is slightly below the College's overall success rate of 75%. In terms of gender, there was a slight increase in male success rates (2%) and a small decrease in female success rates (-1%). Male success rates match the College's overall male success rates at 72%, while female success rates are slightly lower (73%) than the College's overall female success rate (75%). From Fall17-Spring18 to Fall18-Spring 19, success rates improved for Male, Filipinx, Latinx, White, and unknown; while it decreased for Female, Black, American Indian, Asian, Pacific Islander, and Multiple Races.

Q13 Considering the college's 2024 goal of increasing course success rates to 77%, discuss how your department/discipline will help meet that goal.

History will help to meet the College's goal of 77% success rates through professional development trainings aimed at increasing equity-mindedness and improving online teaching. Faculty are being encouraged to participate in the Equity-Minded Teaching and Learning Institute and to complete @ONE trainings on Culturally Relevant Teaching Online and Humanizing Online Teaching. Improving instruction and increasing relevant course offerings will further support student validation and engagement and improve retention and success rates.

Q14 Please describe any equity gaps, in which specific groups (e.g., by gender and ethnicity) have success rates lower than that of the department or discipline overall.

In History, the following groups had a success rate below 77% in Fall18-Spring19. The equity gaps are as follows: Male (-5%), Female (-4%), Black (-21%), American Indian (-10%), Asian (-9%), Latinx (-7%), and Multiple Races (-12%).

Q15 What department/discipline (or institutional) factors may be contributing to these lower success rates for these groups of students?

The discipline is under-staffed as one of the two full-time history faculty serves as the department chair, a reassigned time position that accounts for half of their load. Consequently, 2/3 of history courses are taught by part-time faculty who do not have the time or resources to direct toward student support and mentorship. In addition, traditional teaching methods and assessments remain pervasive despite evidence that suggests equity-minded teaching strategies and active learning are more effective in achieving student success. In addition, traditional educational policies and practices are not holistic; they do not lend themselves to relationship and trust-building with students. Students of color, many of whom are also first-generation college students, do not see themselves in the faculty and in much of the subject matter. These factors, along with overt racism and racial microaggressions, can often lead to feelings of being an outsider or not belonging, which in turn leads to lower retention and success rates.
Article on racial microaggressions: https://www.middlesex.mass.edu/RLOs/748/Critical-Race-Theory.pdf
Article on imposter syndrome and race: https://www.insidehighered.com/news/2017/04/06/study-shows-impostor-syndromes-effect-minority-students-mental-health
Article on imposter syndrome and first-generation students: https://journals.sagepub.com/doi/abs/10.1177/1948550619882032

Q16 What specific steps will the department of discipline take to address these equity gaps in the 2020/21 academic year?

The department is working to diversify faculty and increase the number of equity-minded practitioners. It will do this by hiring new equity-minded faculty and by encouraging existing faculty to become more equity-minded. Equity-minded professional development opportunities are being promoted to department faculty and are now a primary component of department meetings. Professional development for online teachers is vital as the equity gaps are larger in our online courses, and online offerings make up a large number of the department's courses. The department is currently in the process of making sure that all faculty, those new to online teaching and those "grand-fathered in," complete the required trainings (Canvas, accessibility, and online pedagogy) as well as equity-minded trainings offered by @ONE on Culturally Responsive Teaching Online and Humanizing Online Learning. Finally, the department is going to expand and modify course offerings to make them more relevant for Cuyamaca's diverse students, thereby increasing retention and success and reducing equity gaps.

Q17 How do these steps inform the long-term department or discipline goals that you are setting in this annual program review?

The steps listed in the previous question are the departments' goals. The goals are interrelated as diversifying faculty, increasing the number of equity-minded practitioners, and offering more relevant courses will work to close equity gaps. More effective teaching and more relevant courses will lead to increased enrollment.

Q18 In what way does your department/discipline work across instruction and student services to advance the college's student success & equity goals?

Currently, we work with Pathway Academy, English, and Math to provide learning communities for students combining Chicano Perspectives courses (Hist 118 and Hist 119) with English 120 (Comp) and Math 160 (Statistics) courses. During Spring 2020, History is also partnering with EOPS, English, and Sociology to offer a gender-based learning community combining Women in Modern U.S. History (Hist 123), with English 236 (Chicano/Chicana Literature), and Sociology 140 (Sex and Gender Across Cultures). A new learning community is planned for Fall 2020, combining Black Perspectives (Hist 180) with English 238 (Black Literature). The department is working with counseling to share information about learning communities, as well as new and modified courses, with students.
During Fall 2019 and Spring 2020, disciplines from Social and Behavioral Sciences partnered with history to hold community-building events as well as panels and film screenings during common class times in order to foster interdisciplinary analysis and exploration. Spring 2020 events will include a career exploration panel with folks employed in fields related to history, political science, psychology, and sociology. Student feedback related to these events has been very positive.
History continues to work with Student Affairs to hold several campus events each semester, open to students and the community, in conjunction with history and heritage months. We also work with Student Affairs to provide our students with field trips to local historical and cultural sites. Finally, we will be working on creating additional opportunities for students to gain knowledge of careers and work experiences related to our discipline, either through campus events or field trips.

Q19 OPTIONAL: If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below.

Respondent skipped this question

Page 5: II. Assessment and Student Achievement

Q20 Do you offer distance education (online) courses?

Yes

Page 6: II. Assessment and Student Achievement

Q21 Are there differences in success rates for distance education (online) versus in-person sections?

Respondent skipped this question

Q22 If there are differences in success rates for distance education (online) versus in-person sections, what will the discipline or department do to address theses disparities?

During Fall17-Spring18 and Fall18-Spring19 retention and success rates did not vary significantly. Retention rates were 6-9% lower for online courses (81-84%) compared to on-campus courses (89-90%). Success rates were 71-73% in online classes which was slightly higher than Fall17/Fall18 on-campus success rates (68-70%) and slightly lower than Spring18/Spring19 on-campus success rates (74-77%)

As discussed previously, the department is currently in the process of making sure that all faculty complete the required trainings (Canvas, accessibility, and online pedagogy) as well as equity-minded trainings offered by @ONE on Culturally Responsive Teaching Online and Humanizing Online Learning. In addition, portions of all department meetings will be focused on high-impact online teaching strategies. In addition, several history faculty members recently completed the Equity-Minded Teaching and Learning Institute, which provided tools and strategies for equity-minded teaching in an online context.

Q23 What mechanisms are in place to ensure regular and effective contact within online courses across the discipline or department?

Regular and effective contact has been discussed during the last two department meetings; most recently we discussed the different ways Zoom could be used to ensure regular and effective contact (lectures, Q&A, interviews, student discussions, office hours, etc.) The chair sends out emails reminding faculty of these requirements and recommends that all assessments incorporate communication between students and/or between students and instructors.

Page 7: III. Previous Goals: Update (If Applicable)

Q24 Would you like to provide an update for your previous program review goal(s)?   **Yes**

Page 8: III. Previous Goals: Update (If Applicable) continued

Q25 Previous Goal 1:

Reduce/eliminate equity gaps and increase the overall success rate to 80%

Q26 Which College Strategic Goal does this department goal most directly support?   **Organizational Health**

Q27 Please describe how this goal advances the college strategic goal identified above.

The department is committed to closing equity gaps through the use of more effective, equity-minded teaching . This will result in better retention and success rates, which will lead to more degrees, certificates, and students transferring. Increasing the number of degrees/certificates/transfers, as well as improved outcomes for marginalized students, will result in more funding for the College under the new funding formula. In addition, positive learning experiences in the department will lead to greater FTES and increase funding. This is especially important as enrollments are down regionally and within the district.

Q28 Goal Status   **In Progress - will carry this goal forward into next year**

Page 9: III. Previous Goals: Update (If Applicable) continued

Q29 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Q30 Do you have another goal to update? **Respondent skipped this question**

Page 10: III. Previous Goals: Update (If Applicable) continued

Q31 Please describe action steps for the year:

Equity-minded professional development training for existing faculty
Hire new equity-minded faculty
Make courses more relevant for students by modifying existing courses and adding new courses, including U.S. History: Middle Eastern Perspectives

Q32 How will this goal be evaluated?

Retention and success rates by demographic group

Q33 Do you have another goal to update? **Yes**

Page 11: III. Previous Goals: Update (If Applicable) continued

Q34 Previous Goal 2:

Expand the history curriculum

Q35 Which College Strategic Goal does this department goal most directly support? **Student Validation and Engagement**

Q36 Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

Q37 Goal Status **Completed**

Page 12: III. Previous Goals: Update (If Applicable) continued

Q38 Please describe the results or explain the reason for deletion/completion of the goal:

Middle Eastern History, Early Comparative History of the Americas, and Modern Comparative History of the Americas were added to the catalog during Fall 2019. We will begin adding them to the schedule during the next academic year.

Q39 Do you have another goal to update?　　　　**Yes**

Page 13: III. Previous Goals: Update (If Applicable) continued

Q40 Please describe action steps for the year:　　　**Respondent skipped this question**

Q41 How will this goal be evaluated?　　　**Respondent skipped this question**

Q42 Do you have another goal to update?　　　**Respondent skipped this question**

Page 14: III. Previous Goals: Update (If Applicable) continued

Q43 Previous Goal 3:

Separate history from the History, Social, and Behavioral Sciences department and merge with the Humanities, Philosophy, and Religious Studies department.

Q44 Which College Strategic Goal does this department goal most directly support?　　　**Organizational Health**

Q45 Please describe how this goal advances the college strategic goal identified above.　　　**Respondent skipped this question**

Q46 Goal Status　　　**Completed**

Page 15: III. Previous Goals: Update (If Applicable) continued

Q47 Please describe the results or explain the reason for deletion/completion of the goal:

During Summer 2019, History moved from the Social and Behavioral Sciences department and joined the Humanities, Philosophy, and Religious Studies department. It is now the History, Humanities, and Philosophy Department; it houses the disciplines of History, Humanities, Kumeyaay Studies, Philosophy, and Religious Studies.

Q48 Do you have another goal to update?　　　**No**

Page 16: III. Previous Goals: Update (If Applicable) continued

Q49 Please describe action steps for the year:　　　**Respondent skipped this question**

Q50 How will this goal be evaluated?　　　**Respondent skipped this question**

Q51 Do you have another goal to update?   **Respondent skipped this question**

Page 17: III. Previous Goals: Update (If Applicable) continued

Q52 Previous Goal 4:   **Respondent skipped this question**

Q53 Which College Strategic Goal does this department   **Respondent skipped this question**
goal most directly support?

Q54 Please describe how this goal advances the college   **Respondent skipped this question**
strategic goal identified above.

Q55 Goal Status   **Respondent skipped this question**

Page 18: III. Previous Goals: Update (If Applicable) continued

Q56 Please describe the results or explain the reason for   **Respondent skipped this question**
deletion/completion of the goal:

Q57 Do you have another goal to update?   **Respondent skipped this question**

Page 19: III. Previous Goals: Update (If Applicable) continued

Q58 Please describe action steps for the year: **Respondent skipped this question**

Q59 How will this goal be evaluated?   **Respondent skipped this question**

Q60 Do you have another goal to update?   **Respondent skipped this question**

Page 20: III. Previous Goals: Update (If Applicable) continued

Q61 Previous Goal 5:   **Respondent skipped this question**

Q62 Which College Strategic Goal does this department   **Respondent skipped this question**
goal most directly support?

Q63 Please describe how this goal advances the college   **Respondent skipped this question**
strategic goal identified above.

Q64 Goal Status   **Respondent skipped this question**

Page 21: Copy of page: III. Previous Goals: Update (If Applicable) continued

Q65 Please describe the results or explain the reason for   **Respondent skipped this question**
deletion/completion of the goal:

Page 22: Copy of page: III. Previous Goals: Update (If Applicable) continued

Q66 Please describe action steps for the year: **Respondent skipped this question**

Q67 How will this goal be evaluated?   **Respondent skipped this question**

Page 23: IV. New Goals (If Applicable)

Q68 Would you like to propose any new goal(s)?   **Yes**

Page 24: IV. New Goals (If Applicable) continued

Q69 New Goal 1:

Increase enrollment

Q70 Which College Strategic Goal does this department   **Student Validation and Engagement**
goal most directly support?

Q71 Please describe how this goal advances the college strategic goal(s) identified above.

In order to better serve students and increase enrollment, the department is creating new courses that reflect students and validate their experiences. In addition, equity-minded practitioners develop a positive reputation and bring in students, as well as improve retention and success rates.

Q72 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

Enrollment and section detail data, student achievement data, retention and success rates, Marissa Salazar's student scheduling survey data

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Q73 Action steps for this year:

Make courses more relevant to students by modifying existing courses and developing new courses, including US History: Middle Eastern Perspectives,
Continue making the schedule more responsive to student needs. We will be polling our students as part of Marissa Salazar's scheduling data collection project.

Q74 How will this goal be evaluated?

Enrollment numbers
Fill rates
Retention and success rates

Q75 Do you have another new goal?   **Yes**

Page 25: IV. New Goals (If Applicable) continued

Q76 New Goal 2:

Diversify faculty and increase the number of equity-minded practitioners

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Q77 Which College Strategic Goal does this department   **Guided Student Pathways**
goal most directly support?

Q78 Please describe how this goal advances the college strategic goal(s) identified above.

The department is committed to hiring new faculty who better reflect students and their experiences and are committed to mentoring and guiding students (enter the path). The department is also committed to increasing the number of equity-minded practitioners, thereby increasing retention (keeping them on the path) and success rates for all student groups (ensure learning).

Q79 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

Student demographics, instructor demographics, retention and success data

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Q80 Action steps for this year:

Equity-minded professional development training for existing faculty
Hire new equity-minded faculty

Q81 How will this goal be evaluated?

Enrollment numbers
Fill rates
Retention and success rates
Part-time faculty interview responses

Q82 Do you have another new goal?　　　　　　**No**

Page 26: IV. New Goals (If Applicable) continued

Q83 New Goal 3:　　　　　　**Respondent skipped this question**

Q84 Which College Strategic Goal does this department goal most directly support?　　　　　　**Respondent skipped this question**

Q85 Please describe how this goal advances the college strategic goal(s) identified above.　　　　　　**Respondent skipped this question**

Q86 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:　　　　　　**Respondent skipped this question**

Q87 Action steps for this year:　　　　　　**Respondent skipped this question**

Q88 How will this goal be evaluated?　　　　　　**Respondent skipped this question**

Q89 Do you have another new goal?　　　　　　**Respondent skipped this question**

Page 27: IV. New Goals (If Applicable) continued

Q90 New Goal 4:　　　　　　**Respondent skipped this question**

Q91 Which College Strategic Goal does this department goal most directly support?　　　　　　**Respondent skipped this question**

Q92 Please describe how this goal advances the college strategic goal(s) identified above.　　　　　　**Respondent skipped this question**

Q93 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

Respondent skipped this question

Q94 Action steps for this year:

Respondent skipped this question

Q95 How will this goal be evaluated?

Respondent skipped this question

Page 28: V. Resources Needed to Fully Achieve Goal(s)

Q96 Is the program requesting resources this year to achieve this program goal(s)? (Faculty Resource Needs, Classified Staff Resource Needs, Technology Resource Needs, Supplies/Equipment Resource Needs, Facilities Resource Needs or Other Resource Needs)

Yes

Page 29: VI. Faculty Resource Needs

Q97 Are you requesting one or more Faculty Positions to achieve this program goal(s)?

Yes

Page 31: VIII. Classified Staff Resource Needs

Q98 Are you requesting one or more Classified Positions to achieve this goal?

No

Page 33: X. Technology Resource Needs

Q99 Are you requesting technology resources to achieve this goal?

No

Page 35: XIV. Supplies/Equipment Resource Needs

Q100 Are you requesting supplies and/or equipment resources to achieve this goal?

Yes

Page 37: XVI. Facilities Resource Needs

Q101 Are you requesting facilities resources to achieve this goal(s)?

No

Page 39: Final Check

Q102 Are you ready to submit your program review?If you would like to go back and review a section, select a section a click "Next."

I am ready to submit my program review