

# Palomar College – Institutional Review and Planning Instructional Programs

**Purpose of Institutional Review and Planning:**

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

**Discipline: History**

Instructional Discipline Reviewed

2007-08

**1. 3-year trend of quantitative data**

	Fall 2004	Fall 2005	Fall 2006	Definitions
<b>Enrollment at Census</b>	2,892	2,995	2,876	<i>Self Explanatory</i>
<b>Census Enrollment Load %</b>	99.35%	94.99%	91.50%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
<b>WSCH</b>	8,855	9,190	8,901	Weekly Student Contact Hours
<b>FTEs</b>	295.18	306.34	296.69	One Full-Time Equivalent Student = 30 WSCH
<b>Total FTEF</b>	15.20	15.60	16.80	Total Full-Time Equivalent Faculty
<b>WSCH/FTEF</b>	583	589	530	WSCH Generated per Full-Time Equivalent Faculty Member
<b>Full-time FTEF</b>	6.20	7.00	8.00	FTEF from Contract Faculty
<b>Hourly FTEF</b>	7.40	7.60	7.80	FTEF from Hourly Faculty
<b>Overload FTEF</b>	1.60	1.00	1.00	FTEF from Contract Faculty Overload
<b>Part-Time FTEF</b>	9.00	8.60	8.80	Hourly FTEF + Overload FTEF
<b>Part-Time FTEF %</b>	59.21%	55.13%	52.38%	Percent of Total FTEF Taught By Part-Time Faculty
<b>Retention Rate</b>	92.80%	93.96%	93.42%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
<b>Success Rate</b>	68.48%	64.83%	67.44%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
<b>Degrees Awarded</b>	-	-	-	Total number of Degrees awarded for the Full Academic Year
<b>Certificates Awarded:</b>	-	-	-	Total number of Certificates awarded for the Full Academic Year
<b>- Under 18 Units</b>	-	-	-	Total number of Certificates awarded for the Full Academic Year
<b>- 18 or More Units</b>	-	-	-	Total number of Certificates awarded for the Full Academic Year

**2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.**

The History WSCH and FTES are holding steady, maintaining averages that are more than half of that vis-à-vis the whole Department while the total FTEF is improving. The full-time History FTEF has dropped, as has that of the whole department. The History FTEF for full-time faculty is increasing at a considerable rate while the hourly History FTEF is only slightly increasing. The over-load and part-time History FTEF is holding, with History maintaining about half of the Department. The percent of History FTEF taught by part-time faculty is decreasing, even though it remains high, which makes this an area of concern. The retention rate for History is high and identical to that of the whole Department. The success rate is holding, with that of History being slightly better than that of the Department as a whole.

**3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:**

PLAN – 2007-08	Progress – 2008-09																								
<p><b>a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)</b></p> <p>Please see 3b, below.</p>	<p>No changes in this area.</p>																								
<p><b>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</b></p> <p>The schedules are being re-evaluated based on both intra-school trends and also changing expectations of the educational marketplace. We have been adjusting our offerings at satellite campuses based on demand, canceling classes which continue to have historically low enrollment and are unable to meet while trying new offerings to see if we can find the classes that are the best fit for each location.</p> <p>Our 12:30 times lost have become a concern in lower enrollment and we are particularly reassessing our offerings in Western Civilization against World History, as will be noted below. Previously, we have had less “bread and butter” 101 and 102 classes offered in some primetime slots than the discipline felt could be filled because of chronic room shortages. Since we have briefly had more rooms offered we are expanding some 8:00 am and 9:30 am classes in our Fall 2008 schedule; if these fill we will make “mirror” classes (a 101 for a 102, a 102 for a 101) in those time slots in the following Spring 2009 schedule.</p> <p>One trend we have been watching that until recently had not manifested itself as dramatically as it has of late was an emphasis within California Universities to offer World History over Western Civilization. CSU San Marcos is expanding offerings on World History and/or Global Studies, now offering a minor in Global Studies. We are hopeful to get a full-time World Historian soon, as the emphasis of classes offered is clearly heading in that direction regionally:</p> <p>Spring Semester 2008 Offerings</p> <table border="1" data-bbox="94 1263 1008 1425"> <thead> <tr> <th>Campus</th> <th>World History</th> <th>Western Civilization</th> <th>US History/Americas</th> </tr> </thead> <tbody> <tr> <td>CSUSM</td> <td>10</td> <td>0</td> <td>11</td> </tr> <tr> <td>SDSU</td> <td>26</td> <td>11</td> <td>26</td> </tr> <tr> <td>Palomar</td> <td>6</td> <td>12</td> <td>64</td> </tr> <tr> <td>Mira Costa</td> <td>8</td> <td>6</td> <td>19</td> </tr> <tr> <td>Saddleback</td> <td>22</td> <td>0</td> <td>21*</td> </tr> </tbody> </table> <p>* Saddleback College also offers 18 sections of a 1-semester US History survey</p>	Campus	World History	Western Civilization	US History/Americas	CSUSM	10	0	11	SDSU	26	11	26	Palomar	6	12	64	Mira Costa	8	6	19	Saddleback	22	0	21*	<p>The re-evaluation of schedules was derailed by budget cuts. History was required to cut eight classes. The discipline trimmed under or low performing classes and adapted to the cuts. History continues to consider the shifting emphasis from Western Civilization to World History and is working to find a pool of qualified adjuncts for World History. Once the budget crisis is overcome, the discipline will continue evaluate trends, work on providing mirrored sections, and develop our World history capability.</p>
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**4. Discuss/identify the resources necessary to successfully implement the planning described:**

<b>PLAN – 2007-08</b>	<b>Progress – 2008-09</b>
<p><b>a. Equipment/Technology – block grant funds, VTEA, other resources, etc.</b> The computers in classrooms P-18, P-20 and P-22 require upgrades in computational power and processing speed.</p>	<p>The computers in P-20 and P-22 have been up-graded and improved and are serving the discipline courses much more effectively. We hope these computers will be maintained and upgraded as needed.</p>
<p><b>b. Budget – budget development process, one-time funds, grants, etc.</b> We remain heavy in usage of printing materials, and even accounting for shifts to electronic distribution of some course materials, printing costs continue to rise. One-time funds for special projects related to Historical Document projects such as the Pearl Harbor Survivor’s Association project of digitizing the original applications of World War 2 soldiers, a project our department is involved in through Dr. Dudik, will continue to be requested on a per-need basis. Some funds might be desirable for World History instructors to attend workshops on teaching World History, including travel funds, and maybe even to take courses that will help bring them up to speed on certain areas. Since World History is always a complicated subject to master, such extra training may be desirable considering our goals stated in 3b.</p>	<p>We have suffered a 25% across the board department budget cut that has severely affected our printing usage. Efforts have been made to reduce usage, depending much more on on-line distribution of materials. The Pearl Harbor Survivors project continues under the guidance of Professor Dudik. We have not had any special funds to enhance World History teaching, although the department has hired an adjunct deeply involved in current developments in World History.</p>
<p><b>c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.</b> The faculty is looking forward <i>eagerly</i> to working in the new Interdisciplinary Building.</p>	<p>As P-17 crumbles around us, we participated in the ground-breaking ceremonies for the MIB and look forward to occupation in the late Fall of 2010.</p>
<p><b>d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years</b> Within the next three years the History discipline will be required to hire a <u>minimum</u> of four full-time faculty members.  <ol style="list-style-type: none"> <li>1. One growth position</li> <li>2. Three faculty retirements</li> </ol>           During the hiring process, the History discipline will be looking for applicants with expertise in:           <ol style="list-style-type: none"> <li>1. Women’s History</li> <li>2. Military History</li> <li>3. World History</li> </ol>           Western Civilization</p>	<p>Due to the tragic passing of Dr. Suzanna Grenz, history has lost one full-time faculty. In the Spring of 2010, History anticipates the retirement of Dr. Dudik and Ms. Anderson. On the current hiring priority list, History ranks 11<sup>th</sup>. This list has been frozen in the current budget crisis. By Spring 2010, History will be desperate for replacement full-time faculty. Area needs include U.S. history with an emphasis in women’s and/or military history, World history and/or Western Civilization.</p>
<p><b>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</b> Three to five paid tutors to assist students in BOTH history AND writing skills.</p>	<p>We have been unable to procure any tutors due to budgetary constraints.</p>

<p>Preferably, these tutors should be drawn from students enrolled in the history graduate programs in neighboring universities.</p>	
<p><b>f. Other</b></p> <p>Helping train adjuncts and full time professors who desire to expand more into blackboard would be helpful; Professor Arguello has volunteered to help in these endeavors.</p>	<p>Discipline members have become more adept at using Blackboard. Individual, discipline, and department web pages have been updated. Professor Arguello continues to provide special assistance in these areas.</p>

5. **Discuss one discipline goal linked to Palomar's Strategic Plan 2009 and how it will support the success of students.**

Our first strategic goal at Palomar is to “facilitate student learning and goal attainment by providing comprehensive educational programs and services in diverse, accessible formats and locations.” To that end, History offers our core classes at various days, times, and locations that allow students to fulfill requirements---most prominently the American History and Institutions Requirement (Hist. 101 and 102), the Arts and Humanities requirement (Hist. 105 and 106), and the Social and Behavioral Sciences requirement (Hist. 107 and 108)--for both the A.A. Degree and IGETC. Day classes are scheduled with beginning times from 8 a.m. to 2 p.m. Evening offerings start at 5 p.m. to 6 p.m. In addition, our core classes meet not only at the San Marcos campus but several are scheduled for the Escondido campus as well as the education sites in Poway, Fallbrook, Mt. Carmel, Ramona and Camp Pendleton. Part of that goal is to “increase the number of full-time faculty while recognizing the need to increase the diversity among full-time faculty,” a goal that we have requested budgeting for in 4d; an especially crucial goal considering the forced retirement due to health issues of Dr. Grenz, the fact we were unable to hire our growth position years ago, and that we are having an impending 2 retirements which will shrink the diversity not only of our faculty but also the diversity of classes offered by our full time faculty.

6. **Student Learning Outcome progress:**

a. **Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.**

**Learning Outcome for the Program Level:** The students will be able to write a well constructed and analytical five-paragraph essay. The essay will demonstrate the student's ability to form a cogent argument; use, analyze and interpret historical data to support that argument and draw a logical conclusion as to the long and short-term effect of the events the essay analyzes.

**Learning Outcome for the Course Level:** The students will be able to apply the skills mentioned above to specific areas of history to demonstrate their ability to recognize and analyze: historical trends, major watershed events in history, and the effects of new developments in technology, politics and society.

**Assessment:** The instructors will require multiple paragraph essays as take-home assignments, in-class assignments or examinations. The students will receive detailed written and/or verbal comments on how to improve the organization and/or content of their essay. Some individual instructors use a detailed rubric/matrix to determine the quality of the student work and employ a separate written form with both a numeric score and qualitative comments about the organization and content of the student's essay. (See Attachments)

b. **Discuss a learning outcome that is observable yet difficult to measure.**

The problem of “measurement” is not usually difficult to evaluate in class in terms of did a student do something successfully or not, such as: “Was this student capable of making a valid historical argument in this paper?” or “Did this student analyze this document with critical thinking?” However, the obsessive desire of learning outcomes initiatives to have crass quantification by simplistic testing methodologies frustrates the goals of measuring outcomes. Each of our Professors teaches critical thinking skills, but no standardized test would replace the value of exercises such as directed research papers done over the course of the semester. So, to answer the question more directly, professional educators are best qualified to observe and grade learning outcomes, but standardized test quantification by non-professionals based on barest minimal knowledge such as names and dates, which is often advanced as a tool for measurement, would be difficult to use as multiple choice is a poor tool for measuring those skills.

**7. Describe a discipline accomplishment that you want to share with the college community.**

The History Department has been very active with a number of local history projects that we would desire to highlight. One of them, thanks to the tireless efforts of Dr. Dudik and the funding aid of the college, has been the publication of the veteran's memoir *The Last Stamp*. Dr. Dudik's work to bring panels of veterans on campus for classes and speeches remains one of our most valuable local history assets. In addition, Professor Jahnel has been working with local resident Muriel Baron on the editing of her grandfather's letters from the civil war for publication called *I Now Take My Pen in Hand. . . The Civil War Letters of Fred Hess to Tobitha Klein Hess with Their Biography*. As mentioned in 4b, there is also work being done on digitizing the records of the Pearl harbor Survivor's Association by Dr. Dudik and student volunteers. Matt Estes remains active in his work with Japanese Interment artifact and document collections.

**8. Are there other resources (including data) that you need to complete your discipline review and planning?**

9. For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

Not Applicable.

10. Other comments, recommendations:

In the last few years the Historians have reviews our Course Outlines of Record and adjusted History 102 to assure full compliance for transferability in regards to concerns about state requirements for a unit on California Government and Politics. All History 102 classes now require a text on this subject, chosen from among a subset of literature vetted by the discipline. Many of our classes participate in the campus explorations initiatives and in Political Economy Days.

Please identify faculty and staff who participated in the development of the reviewer's planning:

Yvonne Anderson

Matt Estes

Mike Arguello

Bill Jahnel

Linda Dudik

Chris Johnson

Department Chair/Designee Discipline Review and Signature Date

Division Dean Review and Signature Date

\* By no later than 2/14/08, forward a hard copy to Instructional Services for review by IPC.

\* Also, by no later than 2/14/08, forward an electronic copy to Institutional Research and Planning.