PALOMAR COLLEGE®
Learning for Success

Program Review & Planning (PRP)

PART 1: BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:

Discipline Name:	History
Department Name:	ECONOMIC/HISTORY/POLITICAL SCIENCE DEPARTMENT
Division Name:	SOCIAL AND BEHAVIORAL SCIENCES

Please list all participants in this Program Review:

Name	Position
Bill Jahnel	Professor, American History Advisor
Chris Johnson	Professor
Mike Arguello	Professor
Travis Ritt	Professor, World / Western History Advisor
Matt Estes	Professor, History SLO Coordinator
Kristen Marjanovic	Professor
Catherine Christensen	Professor

Number of Full Time faculty	7.0	**Number of Part Time Faculty**	20

Please list the Classified positions (and their FTE) that support this discipline:

Sheila Atkins, ADA extraordinary - 1 FTE

What additional hourly staff support this discipline and/or department:

None

Discipline mission statement [(click here for information on how to create a mission statement)](#):

The History Discipline is committed to providing an engaging and supportive learning environment for diverse learners. Students will receive a comprehensive education in History including several meaningful, relevant, and transferable electives. We support students who are pursuing transfer readiness, general education, and lifelong learning. Our goal is to create opportunities for learning in and outside of the classroom to meet these objectives and to offer ongoing mentorship for those students continuing their academic historical interests.

List any new degrees and certificates offered within this discipline since your last comprehensive review:
None (but are working on a transfer degree)

Discipline Level Data: **https://sharepoint2.palomar.edu/sites/IRPA/SitePages/PRP%20Summary%20Source.aspx**

PART 2: PROGRAM REFLECTION

1. Program Analysis:

Reflect upon and provide an analysis of your summary data.
Like all programs across campus, History has been hit hard by the overall declining enrollments on the campus. However, in this environment, History continues to be a strong and incredibly proficient performer. Our fill rates are one example – we have never been below 90% since 2010 and sometimes have even in times of strong enrollment topped over 100% fill rates. Even in these leaner times, however, history's fill rate remains over 90% (at 91.29%), slightly below the 2015-2016 spike we saw but above the previous years of 13-14 and 14-15. In the numbers the college seems to care most about – the devotion in most recent years to WSCH/FTEF ratios, for example – history remains an extraordinarily efficient performer at 615.31, far above the "golden ratio" of 525 and shattering previous ratios not seen since 2012-1013. However, all this efficiency is belied by numbers that show the extra workload that keeps on being piled upon full time faculty. While our efficiency and raw numbers certainly demonstrate a discipline that is a college rainmaker, we still are teaching over 60% of our classes with part time faculty. The evaluation and vetting requirements to keep classes up to discipline standards adds extra work, and our retention rates this last cycle were at their highest in the 6 year window we examine, matching the 86.8% from 2012-2013 and exceeding all other years under current examination. However, History continues to suffer from the relentless and overenthusiastic -- one might daresay slavish -- devotion to efficiency fill rates. The continual devastation of classes that are economically viable but not magically within the administration's drive for sardine-like packing has disrupted our ability to comfortably retain and evaluate adjunct Professors of the highest quality. Even those whom we retain must often be mollified even as we struggle to meet student needs for classes whose schedule suddenly evaporates from a needed time slot. It particularly baffles our discipline as we tend to look at the tools of our own discipline -- history -- and notice that by Historical trends the choices administration is making simply continues to hurt enrollment. In 2016-2017 our enrollments decreased again -- albeit modestly -- from 2,893 in 15-16 to 2,860 in 16-17. We propose a shockingly simply solution: That more class sections will create more opportunities for enrollments. This is not the first time our discipline has made these concerns known in these planning documents. We have an earnest hope that this efficiency obsession -- which is not, to our understanding, either driven by Accreditation Standards nor serves most of our mission statement nor pedagogical value -- will be re-prioritized by the college. To repeat a conclusion from last year's summary: "It is deeply unfortunate that the college's choices seem to be designed to discourage our efficiency, as our efficiency seems very poorly rewarded."

2. Standards:

ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate. **Discipline Level Course Success Rate:**

A. **The College's institutional standard for course success rate is 70%.**
B. **Review your discipline's course success rates over the past five years.**
C. **Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success**

Standard for Discipline Course Success Rate:	65

Why?

While we believe in upholding the standards set by the institution, History is a discipline required to transfer to other institutions. As part of the staple requirements (like our sister disciplines of Economics and PoliSci), we take not just students who have a specific desire to learn a topic (as is more often the case in the arts or criminal justice) but the vast majority of our students are reluctant comers to the program. Because of our high academic standards, we are faced with the perplexing problem of not only aiding our students in learning historical events, but frequently find ourselves (as do many of our colleagues) dealing with near-remedial students whose skills in writing are very poor indeed. Therefore, it is not unusual for a cohort of students who take our classes the first time to not be successful. A measure we would find more useful is to look at the success of students when we include the numbers of repeat students. As demonstrated by our retention numbers, despite our high standards students stick with us. Anecdotally, full timers will see students who stumbled the first time return to us in order to finally gain the success they failed to do on their first classroom experience. Therefore, we set our success rate to attune to the realities of our student population, while also hoping the college might look at the measurement of success of students who re-take History, which we feel would be a fairer measurement of success when added in.

We are concerned that due to the ephemeral nature of many students taking distance education courses that as we move forward with the college's intense desire for us to implement further Distance Education classes -- which we have followed through with -- we will erode our excellent retention numbers. Distance education classes tend to have a more modest retention rate. This seems to bolster our stately, reserved, and measured approach to rolling out Distance Education offerings.

3. Program Update:

Describe your proudest moments or achievements related to student success and outcomes.

Amongst our ongoing annual success stories, we awarded transfer scholarships to students out of our own pockets and have re-evaluated our criteria for scholarships to possibly include current EHPS students here at Palomar College. We participated in the departmental educational endeavor of Political Economy Days. We also have been supporting historical autobiographies done as one-man shows that have become integral to Political Economy Days and in conjunction with the work of one of our adjunct professors. Professor Christensen was able at a very modest cost to have the MD History Lounge area be the center for the California Women's History Museum's traveling exhibit, which was very well received. We hope to continue to get support for Professor Christensen's endeavors in the coming years to solidify our ties and bring history directly to our students.

4. Program Improvement:

What areas or activities are you working on this year to improve your program? Please respond to new data as well as feedback from last year's program review.

Despite our long resistance to changing trends, the Americanists (History 101 and 102 classes, which have never previously been offered online) have agreed to pilot online distance education programs to add options to our diverse student populations. Further, to help our enrollment challenges we are requesting funds to do internal marketing of important degree programs such as Women's History as an important component of women's studies and World and Western History. We also hope to improve marketing of California History, World and Western History, and History of the Americas going forward.

5. Unanticipated Factors:

Have there been any unanticipated factors that have affected the progress of your previous plan?
Rapid decline in student populations have weakened our numbers, as they have across the college, but we have chosen to focus on outreach and growth potentials in helping the college rebuild our FTES. The steep decline of the Women's History program during these transitional times we had previously with the full time faculty who did not receive tenure left us with challenges (and opportunities) in growing back the Women's History Programs. Thankfully, Professor Christensen has proved to be as popular with the students taking her as she is academically rigorous and she continues to find creative ways to advertise and promote Women's History. Some technical problems caused our program to scale back on our participation in Constitution Day this year. And constant class cancellations from otherwise financially viable classes has caused tremendous amounts of extra work in adjunct retention, recruitment, and morale, leading to extra work on full-timers.

6. SLOACs:

Describe your course and program SLO activities this past year. How have you used the results of your assessments to improve your courses and programs? Refer to the SLO/PRP report – **https://outcomes.palomar.edu:8443/tracdat/**
Since History entering into electronic Distance education for the first time this year, we have focused on seeing if we needed to break apart separate data of online classes to see if the variance in classroom settings might contribute or be a detriment to student success. We have returned to re-assess History writing in some of our bread & butter classes. Currently every course that has been offered by the History Discipline has been assessed (with the new HIST 160 to be assessed when it finally runs) -- with a maximum of 7 assessment types that we have tried through History 102, for example, with the lowest number of assessments having been in classes which run only once a year and have sometimes been canceled, leaving us less assessment opportunities, such as Women's History and California History. We of course would be ecstatic to have the opportunity to make more SLO assessments should more of these courses be allowed to be offered.

PART 3: PROGRAM GOALS

1. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by placing an "X" the appropriate status box .			
Goal	**Completed**	**Ongoing**	**No longer a goal**
Upgrade Discipline Technology		X	
Thoughtfully add new Distance Education		X	
Create a History Transfer Degree		X	

2. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):	
Goal #1	
Program or discipline goal	Thoughtfully and academically rigorously add new distance education programs to American History offerings, which we have never offered in the past. In a similar fashion, offer a limited but academically sound number of World and Western History online offerings.
Strategies for implementation	We have two full time faculty working on American History online offerings for the 2017-2018 year and beyond. Each are planning to look at best practices as they also move to implement on our new Canvas platform.

	Discipline area experts will help coach and oversee faculty implementing these classes.
Timeline for implementation	Summer of 2017 saw the first experiment in World/Western History with a single online offering. We have begun two pilot online-only offerings in our bread and butter American offerings and are considering adding some mixed hybrid classes to transition some older faculty into considering whether distance education offerings are for them.
Outcome(s) expected (qualitative/quantitative)	New classes added to our schedule should help lift raw enrollment numbers. We will evaluate whether this brings in new students or cannibalizes face to face classes. As pointed out last year when then Dean Smiley asked us to possibly replace a face to face offering with distance education, we reminded administration that our previous Dean and current VPI promised that if the Americanists, who have been staunch opponents of moving into online offerings, were willing to send and create online offerings, these online courses would be treated as GROWTH opportunities and not created to replace current brick and mortar offerings. We will also be continuing to craft an internal review process for online offerings to make sure they meet or exceed the standards we hold to face to face classes.
Goal #2	
Program or discipline goal	Create a History Transfer Degree
Strategies for implementation	The vote to move forward with a transfer degree was held last year and Professor Ritt has been shepherding it through articulation and curriculum. We look forward to soon submitting the PRP that marks this goal "completed"
Timeline for implementation	The AD-T proposal was submitted for approval last year. Implementation will depend on the reception to the proposal, but history is committed to nimbly reviving our proposal should any curriculum or articulation concerns be found within its structure.
Outcome(s) expected (qualitative/quantitative)	This will give us new metrics to both bring in students and give them advantages upon transfer to universities. Looking at transfer degree signups and seeing which students then enroll in multiple classes across the historical spectrum (America, History of the Americas, World/Western, Women's, California) should give us an indication of the AD-T is having its desire effect of bolstering "stickiness" of students to our program
Goal #3	
Program or discipline goal	Upgrade Discipline Technology
Strategies for implementation	We have made great strides in upgrading desktop technologies which had been sorely lagging behind, but we need to get one Professor's Desktop on the cycle of replacement. Since we are expanding online offerings and continuing to use best modalities, we also hope to acquire an iPad for the Professor who has requested one.
Timeline for implementation	We constantly evaluate our technological needs as the college continues to move into an adaptive classroom. We are particularly mindful of being ready to request hardware, software, or training support to our colleagues

	who have chosen to embark on the rough online waters, though thankfully excellent inhouse offerings through AT and PD make us hope that most training or tools can be utilized through opportunities the college currently offers.
Outcome(s) expected (qualitative/quantitative)	Continually updated technology will be crucial for the implementation of online classes and our student success strategies even in face to face classrooms.

PART 4: FEEDBACK AND FOLLOW-UP

This section is for confirming completion and providing feedback.

Confirmation of Completion by Department Chair

Department Chair	Jose Esteban
Date	2/10/2018

*Please email your Dean to inform them that the PRP has been completed and is ready for their review

Reviewed by Dean

Reviewer(s)	Pearl Ly
Date	2/16/18

1. Strengths and successes of the discipline as evidenced by the data and analysis:

Excellent mission statement. Goals are relevant to student enrollment trends.

2. Areas of Concern, if any:

What are changes that have been made after reviewing SLO data?

3. Recommendations for improvement:

Discussing ways to support student success as a group - i.e. writing skills.

*Please email your VP to inform them that the PRP has been completed and is ready for their review

Reviewed by Vice President

Reviewer(s)	Jack S. Kahn, Ph.d.
Date	2/12/2018

1. Strengths and successes of the discipline as evidenced by the data and analysis:

1. Strong Mission statement
2. Very strong and dedicated faculty
3. Program analysis provides good data (and raw data thank you) though analysis misses contextual issues perhaps unknown to author
4. Goals are incredibly well written, thoughtful and make sense given the discipline

2. Areas of Concern, if any:
a.   Please revisit course success rates- I understand the rationale but I don't believe we can set a standard under the college standard- ifd this is of this much concern we should work together to assist students in being more successful
3. Recommendations for improvement: