Program Review and Planning 2019-2020

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the 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 our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

We are using the Strengths, Opportunities, Aspirations, Results (SOAR) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.

BASIC PROGRAM INFORMATION

Academic Year
2019-2020

Are you completing a comprehensive or annual PRP?
Annual

Department Name
Economics/History/Political Science

Discipline Name
History (HIST)

Department Chair Name
Jose Esteban

Division Name
Social and Behavioral Sciences

Website address for your discipline
https://www2.palomar.edu/pages/ehp/history/

Discipline 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.

(click here for information on how to create a mission statement)

Does your discipline have at least one degree or certificate associated with it?
Yes

Are any of your programs vocational (CTE/CE)?
No

List all degrees and certificates offered within this discipline.

AA, Transfer degree in history (new)

Please list the names and positions of everyone who helped to complete this document.
Bill Jahnel Professor, American History Advisor
Chris Johnson Professor
Mike Arguello Professor, History of the Americas Advisor
Travis Ritt Professor, World / Western History Advisor
Matt Estes Professor, History SLO Coordinator
Kristen Marjanovic Professor, History Scheduler
Catherine Christensen Professor
Jennifer Herrera, Professor

Full-time faculty (FTEF)	**Part-time faculty (FTEF)**
8.4	7.6 (5.8 hourly, 1.8 overload)

Classified & other staff positions that support this discipline
Sheila Atkins, ADA extraordinary - 1 FTE

Additional hourly staff that support this discipline and/or department
None

PROGRAM INFORMATION

PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate

- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?
The learning outcomes emphasize the types of skills we offer. However, the breadth of information is covered in our CORs. We are vigilant in working with articulation to maintain good transferability and have over the last three years worked to iron out places where transferability has been problematic (such as in places where they break history into three sections, a problem for mapping when we do all of history in two courses) and that transferability involvement has led to a focus, for example, on HIST 101 utilizing the Constitution as a measure of learning as it is emphasized in some transferability requirements.   As for the employer market, this repeats much of what will be said on the Labor market section: "Skills that are often emphasized in careers include proficiency in writing, active listening, reading comprehension, and critical thinking. These align strongly with our course and program SLOs. It may go without saying many of these occupations need knowledge of history and the ability to research historical trends (home appraisers for the real estate market, historical trend sin fashion, court precedents in the law) ."

Describe your program's plan for assessing program learning outcomes.
As with course level SLOs, we derive our Program level SLO work from planning we do each year in our Discipline meeting reviewing previous years and derive our goals to align with our mission statement and the goal of transferable, intellectually rigorous, and accessible classes, a s stated as part of our mission statement. The PRP process allows us to access data and thoughtfully share this information among our

colleagues for review at next year's meeting and to see if we need to address any specific issues that might crop up as a data anomaly or a concern due to administrative scheduling. This may include concerns about scheduling, administrative cancelling of classes necessary for students to fulfill their guided pathways, or lobbying for reduced class sizes to help increase student teacher ratios. There is a reason that most top flight colleges advertise low student ot teacher ratios: They work.

Summarize the major findings of your program outcomes assessments.
On a program level, we are serving students in US History and History of the Americas well, but our reduced offerings in Women's History, History of California, and World / Western History jeopardize students who wish to transfer with these specialities. We also find an increasing amount of time spent on administrative work that seems to dovetail very lightly with our mission statement, and have expressed concern that Program-level outcomes that should be driven by student success or pedagogy are bring driven by administrative concerns over efficiency.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)

- [CSU GE Requirements](#)

- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess.[Click here for a link to Palomar's GE/ILOs.](#)

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.
In our first year of the AA transfer degree, 12 students completed the AA in History.

Have your program completions Increased, decreased, or stayed the same over the last 5 years?
Stayed the same

What factors have influenced your completion trends?

The AA program just started but we are pleased to see students already took advantage of it even though any students who graduated with the transfer AA did not even know such a designation was available in their first year of attending Palomar. ,We also continue to monitor the 68-70% success rate amongst our classes as a bellwether for program success until an further data on AA Transfer degrees can be enumerated.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate 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.

Click on this link to review the course success rates (A, B, C, or Credit) for your discipline.

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website https://www2.palomar.edu/pages/ssec/)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?
70.0%

Why did you choose this standard?
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 originally wished a more realistic 65% rate but feedback from the VPIfrom last PRP was that we had to be at 70, so 70 it is.

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. Overall, the college's focus on larger class sizes and efficiency may prove the bane of our ability to meet these goals considering along with Math and English we are one of the first lines of defense for students coming right out of high school with remedial skills.

What is your Stretch goal for COURSE success rates?
70.0%

How did you decide upon the goal?
We wish to try to maintain the 70% rate, even as new assembly bills create challenges for students whose preparation for writing and math may still be suffering as they enter a new college environment. As we have new cohorts of students each semester, creating arbitrary "stretch" goals that appear to have no grounding in academic pedagogy and instead derive from the world of business institutions is a model we reject. However, we do wish to continue to bolster support for basic skills initiatives and writing across the curriculum to contribute to student success. The fact that even when students fail they come back to us speaks highly of our approach, and our 91% retention rate -- which has remained steady forte five years tracked -- shows that we continue to work on keeping students engaged and learning to contribute to that success.

When or Where: Why do you think differences based on when or where the course is offered exists? What do you need to help close the gap?
Our success rate seems to fluctuate mostly by class size. Where the administration ruthlessly emphasizes efficiency over pedagogy over student success, packing classes in to maximum class size, success rate is lower -- and this is true whether the modality is online or in person. (We do have a higher success rate in person on night time classes but lower retention, and night classes tend to be self-selecting older students who may drop if they feel underprepared bu that may help the success rate.) Our biggest bumps were Rancho Bernardo and "other" -- one was a class of 25 student and Rancho Bernardo were two classes hovering around 20 students each. With almost 20% more success rates than on campus or online classes packed at 42, the numbers speak for themselves. But just in case they whisper, we reiterate: According to the data, smaller class sizes seem to correlate to greater student success.

Our retention rates are more closely equal among locations.

Gender: Why do you think gender differences exist? What do you need to help close the gap?
We have a slightly higher female to male success rate, but also a lower enrollment of women to men. (almost 350 more men than women enrolled in this period.) Strangely even more than success rates among men, which may need some attention, the data may suggest we need to concern ourselves with attracting more female students. Could it be that female students are less likely to take their history GEs, particularly more at-risk women? One good news is that this is a far better gender ratio than we had a year ago where the gap was almost 800 students!

Age: Why do you think age differences exist? What do you need to help close the gap?
Note again these are less pronounced, but we tend to have a higher success rate the older students get, and a lower retention rate. This isn't very surprising-- returning learners tend to be more prepared and motivated but also may have other goals than just finishing a degree, as they often are working towards second careers.

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?
Our retention rates continued to show an anomaly among Pacific islanders (68%) versus other student groups in 2017 and 2018, but overall in 2017 the numbers were closer to 89%. This clearly looks like an anomaly based on numbers -- with a pool of only 38 students self identified over the year as Pacific Islander, the percentage in the fall may not reflect overall trends. But it is worth keeping an eye on! This also appeared to be the case where Pacific Islander success was a dismal 32% but with a pool of students that make up less than one class it may be hard to tell where the specific gap may lie. But see the comments below on technology access and black students as one possible thought to see if we can test if we can break out the data.

Our success rates for black students had been slowly moving up but plummeted the most this last year. Black and hispanic students tie as the ones who struggle the most with success. The drop to 40% success among black students is pretty shocking but with only 214 students enrolled again we may be seeing effects of small sample sizes skewing data (Black enrollment is less than 10% of either white or hispanic students, for example.) The greatest drop is in success at History 140, where black success was only at 33%. One piece of data I wish we could better access is whether or not students are taking online or in class modalities and class sizes. I have had students who were taking online classes but their primary interaction was using phones rather than computers, and perhaps limited access to technology may be playing a role.

The picture for Hispanic students is brighter: They are within 6-8% of the average success, but along with black students they are definitely among the most historically disadvantaged groups and frequently also economically disadvantaged. We know anecdotally a number of students cite cost or having to go back to work as a reason for dropping out of class. Our move to low cost no cost textbook initiatives we hope will help.

COURSE OUTCOMES

How have you improved course-level assessment methods since the last PRP?
We removed one SLO (general knowledge) that was not working for one of our classes at the tail end of the last cycle (too broad, hard to quantify) and I do not believe we documented that on that last comprehensive evaluation. We have also worked when adding in new courses to try and have closer similarities of skills (such as writing) and equivalent skills (like primary document comprehension, or in the case of 101 specifying the Constitution as it also is a part of transferability requirements specifically.

Summarize the major findings of your course outcomes assessments.
We Focused on History 102, California government Component for last report (a state mandated requirement we measure as an SLO):

History California Government SLO Evaluation: Fall 2018

For the Fall 2018 Semester, the history department evaluated student performance according to the Student Learning Outcome (SLO) for understanding the basics of California state government and politics. This SLO evaluates student on their ability to perform the following:
1.   Display a basic understanding of the function and operation of the government of the state of California.

The history classes that were evaluated were:
•   History 102: US History from Reconstruction

The majority of our students qualify as meeting of California government SLO. This SLO also brings History 102 into compliance with the transfer requirements of the University of California and California State University systems.

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Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year SMART goals for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or the College's strategic plan.

Please list all discipline goals for this three-year planning cycle. Click here for previous PRPs and goal information.

Goals

Goal 1

Brief Description
Thoughtfully and academically rigorously add new distance education programs to American History and Women's 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.

Is this a new or existing goal?
Existing

Goal Status
Ongoing

How will you complete this goal?
Two years ago we piloted online offerings in US History, which clearly numerically (in efficiency) have been successful. We also partnered with Escondido Charter to offer an online course targeted to a dual enrollment desire.

Our online enrollments grew from 162 to 530 in just the last year. We have been given to understand the district wishes to push 4 week online classes and we are having a discussion about those, but we are deeply concerned these serve absolutely no pedagogical value in history and would be corrosive to success and retention.

While we have expanded World and Western Online courses we are concerned these have been added at a sacrifice of face to face classes and may hurt the long term viability of that part of the program if we cannot offer both modalities. (See the "thoughtful" part of this goal.)

We will also evaluate the role of partially online courses (hybrids) in our program. While the college has been moving away from them, there are certain fast-track 2 American classes that showed high levels of enrollment and may be worth continuing to schedule or at least monitor.

Outcome(s) expected (qualitative/quantitative)
We will be examining the impact of these classes and see if they truly are expansion opportunities or if they simply cannibalize our face to face offerings. We also will be examining not only efficiency (the only metric by which the administration seems willing to allow us to offer classes) but also student completion and retention, as we wish to support student success. At the same time, we recognize that we will be upholding our strong tradition of academically rigorous expectations and will not "dumb down" our courses in exchange for numbers.

Qualitatively: We shall be holding meetings among Professors who have taught this modality and those who have not to share experiences and best practices. We will make the case to balance online modalities with face to face modalities in the hopes we will receive administration support. With models of new courses available, we hope to also share best practices for measuring SLOs and maybe offer some example exercises that may help nascent new adjuncts with meeting our departmental and institutional SLO goals. We will review if these courses meet our pedagogical goals and offer enough opportunities for student access.

Quantitatively: We will be monitoring enrollments in both styles of classes to see if they are meet the goals of expanding our offerings instead of cannibalizing them. For example, last year we tried a fast-track two hybrid course and it had over 20 students but was low enrolled. We have been pruning our hybrid classes in expectation that they simply were not efficient, but this year we rolled over that course and to our surprise it garnered over 40 students. It may be we need to establish hybrids in more fast track modalities or at times where traditional face to face classes have not met, but one piece of data is not a trend.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
Thoughtfully adding classes without being pushed into online-only modalities helps the college's CLEAR mission statement of Physical presence and participation in the community under Values. Offering online classes can increase our value of access. maintaining Academic rigor even under the anticipated pressure of passing more students to meet guided pathways speed goals will solidify our commitment to integrity and academic excellence. The collaborative evaluation and experience of increasing our online offerings meets Goal 1 of the institution, Goal 2 clearly adds to student access, Goal 5.3 as we utilize online as a possibility for maintaining academic rigor and control even as we partner with High Schools such as we mentioned above. All of these meet the specific goals mentioned in our History mission statement: "engaging and supportive learning environment for diverse learners." and "to create opportunities for learning in and outside of the classroom to meet these objectives."

Expected Goal Completion Date
4/8/2023

Goal 2

Brief Description
Expand low cost and no cost textbook offerings in our classes while maintaining academic rigor of materials and avoid transfer woes.

Is this a new or existing goal?
Existing

Goal Status

Ongoing

How will you complete this goal?
We have excellent representation of people who have worked to make this initiative happen, with Econ Adjunct Professor Zavodny leading CALM.

One concern we have had is that Universities have in the past required certain kinds of texts to maintain transferability, so as we work to expand these offerings we wish to maintain academic freedom for individual professors even as we increase student access by lowing the barrier of entry cost to classes. We are working with our articulation officer on some of the more thorny concerns.

Some current examples of embracing this goal:

Some of our professors currently offer low cost initiatives but we need to be more proactive in getting them properly listed on the schedule as such. Last summer we had tremendous difficulties with the bookstore and it bled over into Fall classes.

We are looking to share our experiences in order to get deals that may help individual classes. For example, some publishers will offer a class free online book access for a semester when a new professor offers classes. We may wish to work with adjuncts in helping them, when offering new classes, cut deals with publishers to have their classes offered with these options. We have been discussing with individual adjunct instructors the possibility of doing so since the full time faculty may have more leverage in negotiations.

Professors Estes and Jahnel have always worked with their publisher where the publisher offered both an online and an unbound paper copy of the book with access codes for under $40. After the first semester of this being successfully repriced in the bookstore, we were able to get the designations (even if belatedly, just a few days before classes started) added to the designation of CALM classes in the online schedule for students.

History 102 requires a California government and institution component by the state. In the part, UC Davis objected to articulation of our 102 courses unless we forced students to buy a book on the COR / syllabi, as they felt simply teaching it was not enough. Professor Jahnel is spearheading an attempt along with our articulation officer and the low cost / no cost group on campus to find a viable alternative (buying one set of books through the foundation held in reserve at the library as an option for students, finding an alternative Davis is using) so we can make sure 102 courses may also enter low cost / no cost arenas without getting us in trouble in terms of transferability.

We have had some really difficult experiences working with the bookstore to remain proper CALM pricing and getting low cost designation on the schedule. We hope that the VPI can work with and monitor the bookstore to streamline the process wherein they marked up the book beyond their original guarantee and shut out summer students from 2 classes from receiving the low cost designation.

Outcome(s) expected (qualitative/quantitative)
To evaluate more low cost no cost options, help adjuncts get their courses listed, verify that the materials offered do not cause problems for articulation, and then update department policies and eventually CORs to reflect any new textbook offerings. As the culture increases also pit publishers against each other, noting x publisher is offering a $40 text, do you wish to as well? We currently have increased the number of classes offering CALM classes from last year's PRP, and we plan to see those numbers increase.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
Absolutely aids in the goals of access and innovation. Deals with a diverse student body and at risk students. Increases the chance students will make it through their guided pathways if costs are less prohibitive.

Expected Goal Completion Date

Goal 3

Brief Description
Create a History space in the history lounge

Is this a new or existing goal?
New

How will you complete this goal?
We received display cases a while ago and are looking to use the study space as an exhibit space to highlight history. Professor Gwin previously was able through a very modest budget to bring a Women's History museum to create a large display in the study area to celebrate women's history and we hope we can get in resource requests the modest few hundred dollars to bring exhibits like these back to both enhance student learning and help advertise our specialty classes.

Outcome(s) expected (qualitative/quantitative)
We should be able to highlight concepts like Historiography and also help celebrate diversity by highlighting the amazing inclusiveness that history offers. Once we get a set of displays (perhaps in some rotation eventually) be able to use the space to highlight tied events like Trade de Familia, where Professor Herrera will be printing in this year.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
Showing that the cirriculum embraces visually the college strategic plan values of diversity, inclusiveness, and mutual respect are awesome AND in doing so may increase student access / equity if we can draw students into the comfort of taking challenging classes by seeing representations of themselves in the learning we provide and highlight.

Expected Goal Completion Date
4/8/2023

Goal 4

Brief Description
Discuss the Viability of an Honors Program

Is this a new or existing goal?
New

How will you complete this goal?
Set up discussions to see the viability of cultivating an honors program to help students with transferability and perhaps make more attractive the AA Transfer degree in History.

Outcome(s) expected (qualitative/quantitative)
To begin to see if there is a commitment among faculty and support among administration for an honors designation. If viability is available, then begin to tackle proper curriculum designation nd changes, perhaps focusing on utilizing Directed Studies as a mechanism for honors work.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
Whereas our goals of online classes and history space seek to increase access and inclusiveness, we

also wish to embrace the strategic goal and department goals of excellence as well. Giving students extra incentives to be able to be designated as students of excellence may also increase students finishing their guided pathways in time and give them a leg up on applications for transfer or scholarships.

Expected Goal Completion Date
4/8/2023

STAFFING AND RESOURCE NEEDS

Instructions

1. Refer to Strategic Plan.
2. See Data.
3. See career info (In PRP)

Are you requesting additional full-time faculty?
No

Are you requesting additional Staff, CAST or AA?
No

RESOURCE REQUESTS AND BUDGET ALLOCATION REVIEW

Budget Analysis: This section should be completed by department chairs by the end of September.

Are there areas in your budget where there has been a historical surplus (See three year trend)?
No

Are there processes that need to be examined to ensure we are being the most efficient with funding?
No

Are there ongoing needs in your department budget that you currently do not have the resources for?
No

Do you have non-general fund sources of funding?
No

One Time Needs

For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY PERKINS AND STRONG WORKFORCE GUIDELINES (on the left menu of the web page.)

Please check with your department chair on the availability for this cycle.

Do you have one-time funding requests?
No

Review

Chair Review

Chair Comments
Good job History

Chair Name
Jose L. Esteban

Chair Sign Date
10/24/2019

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:
Impressive number of ADT History completions (12) in the first year.

Areas of Concern, if any:
Program outcome assessment and results are primarily addressing scheduling concerns and not student learning.

Recommendations for improvement:
With thoughtful growth of online course offerings, it is recommended that courses are designed with the CVC-OEI Course Design Rubric best practices for student success. History faculty are encouraged to apply for Foundation Grants to support OER/ZTC development.

Dean Name
Pearl Ly

Dean Sign Date
12/18/2019

IPC Review

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

Areas of Concern, if any:

Recommendations for improvement:

IPC Reviewer(s)

IPC Review Date

Vice President Review

Strengths and successes of the discipline as evidenced by the data and analysis:
Great mission statement. Outcome section is really thoughtful.

Areas of Concern, if any:

Recommendations for improvement:

Vice President Name
Jack S. Kahn Ph.D.

Vice President Sign Date
2/2/2020