

# #14

**COMPLETE**

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Page 1: I. Program Overview and Update

## Q1

I.1. Department(s) Reviewed:

History

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## Q2

I.2. Lead Author:

Moriah Gonzalez-Meeks

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## Q3

I.3. Collaborator(s) - list of any person that participated in the preparation of this report:

Pete Utgaard

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## Q4

I.4. Dean/Manager(s):

Lauren Halsted

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## Q5

Initial Collaboration Date with Manager/Dean:

Enter the initial date you met **10/26/2021**  
with your dean to discuss  
your program review using  
this format: MM/DD/YYYY

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**Q6**

I.5. Program Update (Required): Please summarize the changes, additions, and achievements that have occurred in your program since your last program review was submitted. To access your Spring 2021 program review, visit the Program Review webpage.

History faculty continue to participate in the Equity-Minded Teaching and Learning Institute (EMTLI), a year-long professional development training, the goal of which is to eliminate equity gaps and increase the number of equity-minded instructors. In addition to professional development, history faculty members presented in the 2021 Culture and Community Circle event series and brought their classes to the events. This series of events are focused on racial equity and social justice and seek to connect students' experiences with the curriculum and current events. The history department continues its work collaborating with other disciplines and departments to create learning communities, as well as community-building, career exploration, and interdisciplinary events for students. The department has created and successfully offered a new course, History/Ethnic Studies 107: History of Race and Ethnicity in the United States, as part of the new Ethnic Studies AA degree. We have also modified our existing history sequences on Black history (180/181), Chicano/a/x history (118/119), Kumeyaay history (132/133), and Native American history (130/131) to conform with the learning outcomes for the new CSU Area F: Ethnic Studies requirement and have cross-listed them with Ethnic Studies. We have been refining and resubmitting curriculum in order to gain Area F approvals. Finally, we developed an Oral History Project assessment that we want to utilize campus-wide.

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Page 2: II. Assessment and Student Achievement

**Q7**

II.A.1. Describe the progress your program has made in your 4-year assessment cycle. Include any assessment results your department has found and changes you have made as a result. If your assessment plan has changed, please upload this new plan as well.

Our assessment cycle plan is up to date. Faculty discussions related to SLOs over the last year have focused on switching to semester-long or project-based assessment of SLOs rather than assessing SLOs at one point in the semester, for example using an exam or quiz question. Instructors noted that they usually had pass rates of 75% of the class or more on the SLO they were assessing but that later in the semester students struggled with the concept related to the SLO they had assessed earlier. This led to a discussion of having the SLOs focus more on skills or competencies that we wanted history students to acquire or refine versus memorizing information. All of the history CORs have been updated with the new competency-based SLOs.

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**Q8**

Respondent skipped this question

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

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Page 3: II. Assessment and Student Achievement

**Q9**

II.B.1. What progress has been made in your program to address the institutional goals set around student success and equity? {2019 Equity Plan} If qualitative or quantitative data is available, please summarize any findings.

The overall retention (88% to 91%) and success rate (69% to 71%) for History increased 2-3% from Fall 2018 to Fall 2019. The history success rate remains just below the College's overall success rate of 75%. There is a 7-8% decline from Spring 2019 to Spring 2020 in both retention (87% to 79%) and success (75% to 68%) that can most likely be attributed to the mid-semester shift to distance learning as a result of the pandemic. We see this reflected in the data for almost every group. From Fall18 to Fall19, the success rates for the following groups improved: Black, Asian, Latino, and Middle Eastern. Equity gaps exist for Black, Native American, Latino, Middle Eastern, Filipino, and Multiple Races. From Spring 19 to Spring 2020, success rates decreased for every group except Native Americans with equity gaps for all groups except Native American and Asian. In terms of gender, there is a slight difference in terms of retention and success in Spring 2019 that favored women 1-2%; that gap disappears in Spring 2020 where female and male rates are the same.

Prior to the pandemic we were seeing some small gains in retention and success and the reduction of some equity gaps. With the onset of the pandemic in spring 2020 those gains disappeared. There was a 5-7% drop overall in success rates in both Spring 2020 and Fall 2020. Overall success rates increased in Spring 2021 to 73% and we hope to see a similar increase for Fall 2021.

**Q10**

II.B.2. In light of the goals set in your program review, what are your plans to improve equitable student outcomes (success, retention, persistence, graduation, etc.) in the coming year?

Our goals are to reduce/eliminate equity gaps and increase success rates to 80%, to provide culturally relevant curriculum to students, and to diversify our faculty and increase the number of equity-minded practitioners. We will continue to strive to close and eliminate equity gaps. We are going to do so through providing more culturally relevant curriculum and implementing equity-minded teaching practices. Many courses have recently been modified to be more culturally relevant, including the creation of an Ethnic Studies history course. Faculty continue to participate in the EMTLI, and we continue to engage in equity-minded professional development during our department meetings. We will also continue to diversify our part-time pool and hire more equity-minded instructors.

**Q11**

II.B.3. What did your program learn from the transition to remote teaching and operations over the past year? How can this be used to improve the student experience in the future?

Our programs provided a large percentage of our course offerings in fully online formats prior to the pandemic. Instructors continued to hone and develop their online teaching skills during this period. We improved our Canvas containers and learned how to teach synchronously through Zoom. We will continue to create robust Canvas containers for in-person courses as well as online, and provide some courses and office hours synchronously through Zoom.

**Q12**

No

II.B.4. Is your program a career education program (e.g., does it prepare students to directly enter the workforce)?

**Q13**

Respondent skipped this question

II.B.5. Please share your observations about the employment rate for your program over the past several years.

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**Q14**

Respondent skipped this question

II.B.6. What is the institution-set standard for your program's employment rate? The institution set standard is what you would consider the lowest acceptable employment rate for your program (or "floor").

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**Q15**

Respondent skipped this question

II.B.7. What would you like your program's employment rate to be, ideally (stretch goal)?

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Page 5: II. Assessment and Student Achievement continued

**Q16**

Yes

Does your department offer classes that are approved distance education courses excluding emergency remote teaching in 2020-21 (classes that would have been taught in person if not for the pandemic)?

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Page 6: II. Assessment and Student Achievement

**Q17**

II.C.1. If there were differences in success rates for distance education (online) versus in-person sections of program courses in your last comprehensive program review, what has the department done to address these disparities? If online and in-person sections had comparable success rates, please describe what the program did to achieve that.

There were higher rates of success in online courses in Fall 2018 as compared to face-to-face classes. In Fall 2019 the rates of success were the same for face-to-face and online. In Spring 2019, face-to-face classes had a success rate of 77% compared with online classes at 73%. In Spring 2020, face-to-face classes (courses that started face-to-face and transitioned to remote) had a success rate of 66% compared with online classes (classes that began and stayed fully online throughout the pandemic) at 69%. We have been working on developing our Canvas containers more robustly, utilizing OER course materials, humanizing the virtual learning experience, and getting students to engage more with us and other students through different assignments. In Fall 2020 and Spring 2021 all courses were offered remotely, either synchronous through Zoom or fully asynchronous.

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Page 7: III. Previous Goals: Update

**Q18**

1. Previous Goal 1:

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

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**Q19**

**Student Validation and Engagement**

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q20**

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

3. Goal Status

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Page 8: III. Previous Goals: Update continued

**Q21**

**Respondent skipped this question**

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

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**Q22**

**Respondent skipped this question**

Do you have another goal to update?

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Page 9: III. Previous Goals: Update continued

**Q23**

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

1. Equity-minded professional development training for existing faculty: More history faculty are currently participating in the Equity-Minded Teaching and Learning Institute. I would like to encourage new faculty to participate as well.
  2. Hire new equity-minded faculty: Some new part-time faculty who are equity-minded have begun teaching in the department. My goal is to continue this trend if possible in the next year.
  3. Make courses more relevant for students by modifying existing courses and adding new courses: We have begun offering some of the classes that we developed last year; the History of the Americas and the Middle East History courses. We created a new History of Race and Ethnicity course for the new Ethnic Studies AA degree. We also modified the Black, Chicano/a/x, Kumeyaay, and Native American history sequences to include the CSU Area F Ethnic Studies competencies and will continue to work toward receiving Area F approvals. During the next year we are going to continue updating our CORs to incorporate more culturally relevant information. In addition, we are going to work on creating more practical and useful assessments like projects, as opposed to tests, as well as culturally relevant modules for our foundational 108/109 sequences. One of these assessments, the Oral History Project, is currently being developed by history faculty.
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**Q24**

**No**

Do you have another goal to update?

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Page 10: III. Previous Goals: Update continued

**Q25**

Respondent skipped this question

1. Previous Goal 2:

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**Q26**

Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q27**

Respondent skipped this question

3. Goal Status

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Page 11: III. Previous Goals: Update continued

**Q28**

Respondent skipped this question

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

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**Q29**

Respondent skipped this question

Do you have another goal to update?

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

**Q30**

Respondent skipped this question

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

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**Q31**

Respondent skipped this question

Do you have another goal to update?

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Page 13: III. Previous Goals: Update continued

**Q32**

Respondent skipped this question

1. Previous Goal 3:

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**Q33**

Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q34** Respondent skipped this question

3. Goal Status

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Page 14: III. Previous Goals: Update continued

**Q35** Respondent skipped this question

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

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**Q36** Respondent skipped this question

Do you have another goal to update?

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Page 15: III. Previous Goals: Update continued

**Q37** Respondent skipped this question

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

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**Q38** Respondent skipped this question

Do you have another goal to update?

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Page 16: III. Previous Goals: Update continued

**Q39** Respondent skipped this question

1. Previous Goal 4:

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**Q40** Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q41** Respondent skipped this question

3. Goal Status

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Page 17: III. Previous Goals: Update continued

**Q42**

**Respondent skipped this question**

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

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Page 18: III. Previous Goals: Update continued

**Q43**

**Respondent skipped this question**

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

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Page 19: IV. New Goals

**Q44**

**Yes**

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

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Page 20: IV. New Goals continued

**Q45**

1. New Goal 1:

Diversify faculty and increase the number of equity-minded practitioners

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**Q46**

**Student Validation and Engagement**

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q47**

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

Diversifying discipline faculty can improve student validation and engagement because students see themselves reflected in the classroom and can lead to increased diversity in students enrolling in discipline courses. Equity-minded practitioners bring students' cultures, experiences, and prior knowledge into the course and subject matter and in so doing contribute to student validation and engagement. Research has shown that when students feel welcome/a sense of belonging, valued, and affirmed that their retention and success rates improve.

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**Q48**

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Faculty demographic data for the college and our programs, as well as college-wide student demographic data was used to determine where equity gaps in faculty hiring exist. Student enrollment data, student achievement data, and SLO assessment results were also used to inform this goal as faculty teaching practices have a direct impact on student outcomes and enrollment.

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**Q49**

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

1. Encourage more department faculty to complete the Equity-Minded Teaching and Learning Institute and other equity-minded professional development opportunities.
  2. Incorporate more equity-minded professional development opportunities in/during department meetings.
  3. Continue to hire new equity-minded and diverse part-time faculty to teach new and existing courses, particularly those cross-listed with Ethnic Studies.
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**Q50**

6. How will this goal be evaluated?

Faculty demographic data for our programs, disaggregated student enrollment and achievement data, and data related to faculty who are engaging in Equity-Minded professional development will be used to assess this goal.

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**Q51**

**Yes**

Do you have another New Goal?

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Page 21: IV. New Goals continued

**Q52**

1. New Goal 2:

Provide ethnic studies courses that satisfy the CSU Area F Ethnic Studies requirement and other forthcoming Ethnic Studies requirements (UC and CCC)

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**Q53**

**Student Validation and Engagement**

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q54**

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

We are striving to eliminate equity gaps and increase success rates by making our courses more relevant to our diverse student population and through hiring more equity-minded and diverse faculty members to teach these classes.

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**Q55**

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

This goal was informed by recent legislation requiring CSU graduates to complete a 3-units of Area F approved course work and recent changes to Title V, requiring CCC system students to complete an Ethnic Studies requirement. Discussions with the district's articulation officers revealed that the UC system is in the process of creating their own ethnic studies requirement, most likely it will be Area 7. Ethnic Studies courses also meet Cuyamaca's local Cultural Diversity Degree graduation requirement as well.

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**Q56**

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

1. Revise and resubmit eight history courses that were denied Area F approvals in the initial review.
  2. Determine if additional courses need to be submitted for Area F or if additional courses need to be created
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**Q57**

6. How will this goal be evaluated?

This goal will be evaluated based on the number of courses cross-listed with ethnic studies and those with ethnic studies Area F approvals.

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**Q58**

**No**

Do you have another New Goal?

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Page 22: IV. New Goals continued

**Q59**

**Respondent skipped this question**

1. New Goal 3:

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**Q60**

**Respondent skipped this question**

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q61**

Respondent skipped this question

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

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**Q62**

Respondent skipped this question

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

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**Q63**

Respondent skipped this question

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

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**Q64**

Respondent skipped this question

6. How will this goal be evaluated?

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**Q65**

Respondent skipped this question

Do you have another New Goal?

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Page 23: IV. New Goals continued

**Q66**

Respondent skipped this question

1. New Goal 4:

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**Q67**

Respondent skipped this question

2. Which College Strategic Goal does this department goal most directly support? (Check only one)

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**Q68**

Respondent skipped this question

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

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**Q69**

**Respondent skipped this question**

4. Please indicate how this goal was informed by SLO (student learning outcomes) assessment results, PLO (program learning outcomes) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

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**Q70**

**Respondent skipped this question**

5. Action Steps for this Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new computer hardware).

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**Q71**

**Respondent skipped this question**

6. How will this goal be evaluated?

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Page 24: Resources Needed to Achieve Program Goal(s)

**Q72**

**Faculty Resource Needs**

What resources is your program requesting this year to achieve the program's goals? (Check all that apply)

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Page 26: Final Check

**Q73**

**I am ready to submit my program review**

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

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