#32

COMPLETE

Collector:	Email Invitation 1 (Email)
Started:	Thursday, January 25, 2024 8:35:16 PM
Last Modified:	Friday, January 26, 2024 6:39:16 PM
Time Spent:	22:03:59
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Page 1: I. Program Overview and Update

Q1

1. Department(s) Reviewed:

History

Q2

2. Lead Author:

Moriah Gonzalez-Meeks

Q3

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

Peter Utgaard

Q4

4. Dean/Manager(s):

Lauren Halsted

Q5

5. Initial Collaboration Date with Manager/Dean:

Enter the initial date you met **10/19/2023** with your dean to discuss your program review using this format: MM/DD/YYYY

Q6

6. Program Update (Required): Please summarize the changes, additions, and achievements that have occurred in your program since the last program review. You can access 2022 program reviews on the program review webpage.

Curriculum

The department has created three new history courses, HIST 157: History Through Comics, HIST 193: Academic and Career Opportunities in History & Humanities, and HIST 194: Internships in History and two new gender studies courses, GEND 116: Introduction to Women's Studies and GEND 117: Introduction to LGBTQ+ Studies. We are excited to be able to offer courses that are relevant and interesting to students. The Comics class is an exciting addition that is very relevant as San Diego hosts Comic-Con every year, we are home to the Comic-Con museum, and SDSU has a Center for Comic Studies and currently offers a Certificate in Comic Studies. The career opportunities and internship classes are important for our students so they can learn about careers related to their majors and can make informed choices in terms of their academic and future career trajectories; this aligns with the College's ACP work. The Gender Studies courses on Women's Studies and LGBTQ+ Studies are crucial given the current political climate and laws that are being passed discriminating against the LGBTQ+ community, the overturning of Roe v. Wade, and the restrictions being placed on access to birth control. One of the full-time history faculty also has a M.A. degree in Women and Gender Studies and will be working on developing these courses. The majority of History courses that are cross-listed with Ethnic Studies will be un-cross-listed and will remain with the History department per the agreement with Dr. Teresa Hodges, the chair of the Ethnic Studies department. So far HIST 118, 119, 180, and 181 have been un-cross-listed; 107, 130, and 131 still need to be considered and are currently cross-listed. HIST 128 and 129 will stay cross-listed with Kumeyaay Studies.

Zero Textbook Cost Efforts

The History department was awarded state monies to continue the work of providing high-quality, free books and teaching materials for students. We will receive a portion of the ZTC implementation grant funding (the exact amount has not been determined yet). We will also receive $25,000 of ZTC acceleration grant funding, as part of the ZTC History Collaboration Cohort; we will work with our colleagues across the state to develop ZTC materials so we do not duplicate work (in accordance with state law). In addition to being awarded grant monies, one of our full-time faculty has used their TA funds to purchase over $6,000 in books that are placed on reserve in the library for students to use free of cost.

Projects

Prior to the pandemic, the department began developing an Oral History Project assessment that we want to utilize in history and make available to a variety of relevant disciplines. The goal of the Oral History project is to have students document and create local history by conducting interviews with their family members and conducting research related to their family member or their family member's experiences. We want to create an archive to store these histories and create research opportunities for students and professionals interested in the history of San Diego or in social and/or cultural history. In the future, we would like to explore developing partnerships with the Center for Public & Oral History at SDSU to create pathways for students who want to transfer to SDSU.

Professional Development

One of our full-time faculty members has completed the Equity Minded Teaching and Learning Institute (EMTLI), in addition to most of the part-time history faculty now; EMTLI is a year-long professional development training, the goal of which is to eliminate equity gaps and increase the number of equity-minded instructors. Both full-time history faculty have completed the Strong Workforce Institute. Two history faculty, one full-time and one part-time, were accepted to participate in the new Equity Pedagogy & Practice Academy (EPPA) in spring 2024 and the department will apply again to participate in the Peer Online Course Review (POCR) training, in order to improve our outcomes and close equity gaps in our online courses. As we look forward, we are excited to see how the changes we are currently making will be reflected in our retention and success rates. History faculty continue to facilitate and participate in Teaching Dialogues, an equity-minded community of practice.

College Service

History faculty members presented in the 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. As we are able to offer more in-person classes, the history department will resume collaboration with other disciplines

and departments to create learning communities, as well as community-building, career exploration, and interdisciplinary events for students. The department faculty also serve on a variety of committees and councils, including Academic Senate, Curriculum, College Council, Student Success & Equity Council, the Teaching & Learning Committee and more. One of the full-time faculty also serves as the Teaching & Learning Co-Coordinator.

ACP Work
The history program's degree maps have been completed and reviewed by counseling and the web pages have all been updated. We are working on outreach and recruiting students to our ACP and will be holding an open house event in spring 2024.

Page 2: II. Assessment and Student Achievement

Q7

7. Did your program complete and submit SLO assessment in the last year? If you are unsure, check the most recent updates on your program's SLO Assessment Updates.

Yes

Q8

7a. Which SLOs did you assess in the last year?If you did not assess in the last year, please share why, including whether your program is experiencing barriers to assessment or data submission, and/or if your program would benefit from outcomes and assessment support.

All 5 history SLOs were assessed

Q9

8. Please share any outcomes assessment projects your program has worked on in the last year, including SLOs on Canvas, PLOs by ACP, Equitable Assessment Strategies (innovative collective/common assessments, project-based, work-based learning, student-centered, etc.), or other.

The department asked the SLO Co-Coordinator to present on SLOs in Canvas in fall 2023; the department is discussing whether we want to input SLOs in Canvas. We have had common PLOs across almost all of the disciplines in our ACP for several years; it is unclear whether Philosophy will adopt our ACP's common PLOs. In terms of equitable assessment strategies, we will be picking up our discussion of the Oral History Project assessment and determining who is interested in implementing it; many of the original collaborators are no longer with the department due to securing tenure-track positions at other colleges.

Q10

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

Respondent skipped this question

Page 3: II. Assessment and Student Achievement

Q11

9. Please discuss any equity gaps in access or success

The overall retention (83% to 86%) and success rate (64% to 66%) for History increased 2-3% from Fall 2021 to Fall 2022. There is also a 3-5% increase from Spring 2022 to Spring 2023 in both retention (84% to 87%) and success (68% to 73%). From Fall 2021 to Fall 2022, success rates decreased for Black, Asian, and Middle Eastern students, while success rates increased for Native American, Latinx, Multiple Race, Pacific Islander, White, and Unknown students. Equity gaps exist for Black, Latino/a/x, and Middle Eastern students. From Spring 2022 to Spring 2023, success rates increased for Asian, Black, Native American, Latinx, Middle Eastern, Multiple Race, and Unknown students. During this period success rates remained constant for Pacific Islander students, decreased for White students, and despite an increase in success rates, an equity gap remained for Black students.
During Fall 2021/Spring 2022 and Fall 2022/Spring 2023, women experienced higher rates of retention and success than men. In Fall 2022/Spring 2023, men experienced a gap of 3-5% in retention and 4-6% in success. Fall 2021 to Fall 2022, women saw an increase of 7% in retention (81% to 88%) and 6% in success (62% to 68%) during this period, while retention and success rates for men remained flat, 84% to 83% and 64% respectively. The same pattern emerged from Spring 2022 to Spring 2023; retention and success rates for women increased 7-9%, from 81% to 88% and 67% to 76% respectively, while retention and success rates for men remained relatively flat, 87% to 85% and 69% to 70% respectively.

Q12

10. What action will the department or discipline take to address these equity gaps? If equity gaps have been reduced or eliminated, please share what the program did to achieve this. If equity gaps still exist, consider the specific steps your department will take to address equity gaps.

We will continue to strive to close and eliminate equity gaps. We will do so through by:
- Providing more culturally relevant curriculum and implementing equity-minded teaching practices.
- Assigning more inclusive texts and providing students with free copies of required books. One of our instructors was able to secure equity funds to purchase classroom copies of "A Place at the Nayarit: How a Mexican Restaurant Nourished a Community" to utilize in their Modern U.S. history classes. Their goal is to close equity gaps for Latinx students by providing more culturally relevant material.
- Encourage more faculty to participate in the EMTLI and other equity-focused PD
- During department meetings, engage in equity-minded professional development and review course level and instructor-level data. We are working with the IESE Office to assess our data and are formulating improvement plans.
- Continue to diversify our faculty and hire more equity-minded instructors.

Q13

11. How has this data impacted the goals set in your previous comprehensive program review?

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 and new curriculum has been developed to provide students with more work and transfer opportunities. 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.

Q14

12. Please describe the most significant or impactful ways your program worked across the college to advance the college's vision of equity, excellence and social justice through education over the past year.

I described the department's commitment and activities related to the College's vision in answer #6.

Q15

13. What challenges is your program still experiencing due to the disruption of operations caused by the pandemic and the need to offer services in various modalities?

The department is still offering the vast majority of our classes as fully asynchronous due to a variety of factors including enrollment trends, student demand, and a lack of district support for low-enrolled, face-to-face classes. It has been difficult to grow face-to-face enrollment when low-enrolled classes are cancelled. Faculty have been told by students that they enroll at Grossmont (or other SD community colleges), where low-enrolled in-person classes are not cancelled as often. Cuyamaca's Academic Senate passed a resolution in 2023 calling for face-to-face classes to run so we can build student confidence in the schedule, in addition to other concerns.
Another challenge is that some faculty in our department completed online teacher training in 2020, but those who were teaching online already did not have to complete additional training. Some instructors teaching online courses in the department have never had formal online training because they were already teaching online when the DE team began requiring that faculty be certified to teach online and were "grandfathered" in. This coupled with the fact that POA does not take into account teaching modality or professional development has led to some faculty teaching online courses in a way not conducive to the department's and college's goals related to equity and student success.

Q16

OPTIONAL: Please upload any documentation you would like to include as part of your responses to this section of the program review.

Respondent skipped this question

Page 4: II. Assessment and Student Achievement continued

Q17

11. Does your department offer classes that are approved distance education courses?

Yes

Page 5: DE Course Success Rates

Q18

12. 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.

F2F	Retention	Success	Online	Retention	Success
F21	93%	72%	F21	79%	61%
F22	94%	74%	F22	84%	64%
S22	100%	75%	S22	83%	68%
S23	95%	83%	S23	85%	71%

During the last two years, there have consistently been higher rates of success in face-to-face courses as compared to online classes; in F21 11% higher, in S22 7% higher, in F22 10% higher, and in S23 12% higher. This is especially concerning as the majority of classes are being taught in fully asynchronous formats online; 75%-97% of history students during this period were taught asynchronously. One clear factor is the lower retention rates in online classes, which are leading to lower success rates. On a positive note, there has been a 3-5% increase in retention and success in online courses during F21/S22 and F22/S23. In order to continue addressing the disparity between online and F-2-F classes, we will work 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. We plan to work with the DE Coordinator or an online mentor to identify how we might improve our online retention and success rates.

Page 6: III. Previous Goals: Update

Q19

Previous Goal 1:

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

Q20   **In Progress - will carry this goal forward into next year**

Previous Goal 1:

Page 7: III. Previous Goals: Update continued

Q21   **Respondent skipped this question**

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

Q22   **Respondent skipped this question**

Do you have another goal to update?

Page 8: III. Previous Goals: Update continued

Q23

Link to College Strategic Goal - Which College Strategic Goal does this department goal most directly support? (Check only one)

Eliminate equity gaps in course success (passing grade in class)

Q24

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 have participated in the Equity-Minded Teaching and Learning Institute. Both full-time faculty recently participated in the Strong Workforce Institute. Some faculty participated in the Equitable Grading Strategies community of practice and enrolled in the @ONE Equitable Grading Strategies course. Two faculty will be completing the new EPPA program in spring 2024.
2.   Incorporate more equity-minded professional development opportunities in/during department meetings, including course and instructor-level data analysis, with the assistance of the IESE Office. We have incorporated PD in our department meetings and will continue to do so.
3.   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. We have not had the opportunity to hire any additional faculty over the last year.
4.   Make courses more relevant for students by modifying existing courses and adding new courses. The History of Race and Ethnicity course is currently being managed by the Ethnic Studies department. The Black, Chicano/a/x, and Native American history sequences include the CSU Area F Ethnic Studies competencies but were denied Area F approval initially. These courses will remain with the history program so we will not be reapplying for Area F approval. We are in the process of updating our CORs, incorporating more culturally relevant information. We do not have the faculty resources yet to create culturally relevant modules for our foundational 108/109 sequences and hope to be able to work on that during the next year.
5.   Create more practical and useful assessments like projects, as opposed to tests. One of these assessments, the Oral History Project, is currently being developed by history faculty. Create skill-based assessments that are useful to students and that provide transferrable skills. We created a job exploration and internship course and want to partner with the career center to create some assessments that would be useful in this course.

Q25

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

New faculty position

Q26

Do you have another goal to update?

Yes

Page 9: III. Previous Goals: Update continued

Q27

1. Previous Goal 2:

Diversify faculty and increase the number of equity-minded practitioners

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Q28

3. Goal Status

In Progress-will carry this goal forward into next year

Page 10: III. Previous Goals: Update continued

Q29

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

Respondent skipped this question

Q30

Do you have another goal to update?

Respondent skipped this question

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

Q31

Link to College Strategic Goal - Which College Strategic Goal does this department goal most directly support? (Check only one)

Increase hiring and retention of diverse employees to reflect the students and communities we serve

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Q32

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. Encourage more department faculty to complete the Equity-Minded Teaching and Learning Institute and other equity-minded professional development opportunities, like EPPA.
2. Incorporate more equity-minded professional development opportunities in/during department meetings, including course and instructor-level data analysis, with the assistance of the IESE Office.
3. Continue to hire new equity-minded and diverse faculty to teach new and existing courses, particularly those centering the histories and experiences of historically marginalized groups.

Q33

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

New faculty position

Q34

Do you have another goal to update?

Yes

Page 12: III. Previous Goals: Update continued

Q35

1. Previous Goal 3:

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

Q36   **Deleted**

3. Goal Status

Page 13: III. Previous Goals: Update continued

Q37

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

It was decided by the Ethnic Studies department, in line with the recommendations from the State, to un-cross-list most of the cross-listed history classes, so the history department will not be able to provide courses that satisfy the CSU Area F Ethnic Studies requirement and other forthcoming Ethnic Studies requirements (UC and CCC), per state law and Area F guidelines.

Q38   **No**

Do you have another goal to update?

Page 14: III. Previous Goals: Update continued

Q39   **Respondent skipped this question**

Link to College Strategic Goal - Which College Strategic
Goal does this department goal most directly support?
(Check only one)

Q40   **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).

Q41   **Respondent skipped this question**

What resources, if any, are needed to achieve this goal?
Please select all that apply. Links to request forms are
included below. All resource requests are due on the
program review deadline.

Q42

Do you have another goal to update?

Respondent skipped this question

Page 15: III. Previous Goals: Update continued

Q43

1. Previous Goal 4:

Respondent skipped this question

Q44

3. Goal Status

Respondent skipped this question

Page 16: III. Previous Goals: Update continued

Q45

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

Respondent skipped this question

Page 17: III. Previous Goals: Update continued

Q46

Link to College Strategic Goal - Which College Strategic Goal does this department goal most directly support? (Check only one)

Respondent skipped this question

Q47

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).

Respondent skipped this question

Q48

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Page 18: IV. New Goals

Q49

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

Yes

Page 19: IV. New Goals continued

Q50

1. New Goal 1:

Create Women Studies and Queer Studies courses as well as a certificate or degree; one of the full-time history faculty has a MA in Women's Studies and will be leading this work. Grossmont College currently offers several courses in these areas. We currently have two women's history courses that we offer and would like to add more courses that focus on women, gender, and sexuality. This was discussed in the overview portion of the 2023 history comprehensive program review.

Q51

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

Increase completion and eliminate equity gaps (graduating with a degree/certificate, or transferring)

Q52

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

Students who enroll in courses that validate and engage them have higher retention, success, and completion rates. We plan to create a certificate and/or a degree in gender studies to meet student need and interest in gender, gender identity, sexuality, human rights, intersectionality, and related topics.

Q53

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):

SLO assessment results, students indicated an interest in these topics in their reflections and in their self-selected research topics on LGBTQ+ rights, reproductive justice, etc.

Q54

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. Develop new gender studies courses
2. Identify existing courses in other disciplines that can be used in the creation of a certificate and/or degree
3. Department faculty request

Q55

6. How will this goal be evaluated?

Curriculum submission
Student enrollment, retention and success rates

Q56

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

New faculty position

Q57

Do you have another New Goal?

Yes

Page 20: IV. New Goals continued

Q58

1. New Goal 2:

The Oral History Project assessment has been completed and the next steps are to implement this assessment with interested instructors within the department, with related discipline faculty at Cuyamaca, and with our history colleagues at Grossmont College. In addition, we would like to develop a searchable local history database to store student interviews and research. Additional information about this was included in the department overview section above.

Q59

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

Eliminate equity gaps in course success (passing grade in class)

Q60

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

Students who enroll in courses that validate and engage them have higher retention, success, and completion rates. Students will be interviewing and researching family or community members and creating local history in so doing. This assignment leverages and demonstrates value for students' community cultural wealth, provides students with an opportunity to do the work of a historian, and creates a local history resource in the process.

Q61

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):

SLO Assessment results
Student Achievement data
When I taught at SDSU I used a different oral history assessment in my women's history classes and I received very positive feedback from students in their final reflections. This assessment was also informed by the principles and ideas taught in EMTLI, namely Yosso's Community Cultural Wealth and the use of projects to assess student learning.

Q62

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. Implement oral history assessment with interested instructors within the department, with related discipline faculty at Cuyamaca, and with our history colleagues at Grossmont College.
2. Develop a searchable local history database to store student interviews and research.
3. Department faculty request
4. Technology request

Q63

6. How will this goal be evaluated?

Student enrollment, retention and success rates

Q64

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

New faculty position,

Technology

Q65

Do you have another New Goal?

No

Page 21: IV. New Goals continued

Q66

1. New Goal 3:

Respondent skipped this question

Q67

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

Respondent skipped this question

Q68

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

Respondent skipped this question

Q69

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):

Respondent skipped this question

Q70

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).

Respondent skipped this question

Q71

6. How will this goal be evaluated?

Respondent skipped this question

Q72

WWhat resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Q73

Do you have another New Goal?

Respondent skipped this question

Page 22: IV. New Goals continued

Q74

1. New Goal 4:

Respondent skipped this question

Q75

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

Respondent skipped this question

Q76

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

Respondent skipped this question

Q77

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):

Respondent skipped this question

Q78

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).

Respondent skipped this question

Q79

6. How will this goal be evaluated?

Respondent skipped this question

Q80

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Page 24: Final Check

Q81

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

I am ready to submit my program review