



C U Y A M A C A
• C O L L E G E •

Annual Update Report

Academic - History (HIST) - (AHSS)

Reduce/eliminate equity gaps and increase the overall success rate to 80% (Goal 1)

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

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Equitable Access:** Reduce/eliminate equity gaps and increase the overall success rate to 80% (X)
- **Eliminate Equity Gaps in Course Success:** Reduce/eliminate equity gaps and increase the overall success rate to 80% (X)
- **Increase Persistence and Eliminate Equity Gaps:** Reduce/eliminate equity gaps and increase the overall success rate to 80% (X)
- **Increase Completion and Eliminate Equity Gaps:** Reduce/eliminate equity gaps and increase the overall success rate to 80% (X)

Diversify faculty and increase the number of equity-minded practitioners. (Goal 2)

Program Goal: Diversify faculty and increase the number of equity-minded practitioners

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Eliminate Equity Gaps in Course Success:** Diversify faculty and increase the number of equity-minded practitioners (X)
- **Increase Persistence and Eliminate Equity Gaps:** Diversify faculty and increase the number of equity-minded practitioners (X)
- **Increase Completion and Eliminate Equity Gaps:** Diversify faculty and increase the number of equity-minded practitioners (X)
- **Increase Hiring and Retention of Diverse Employees:** Diversify faculty and increase the number of equity-minded practitioners (X)

Create Gender Studies courses as well as a certificate or degree. (Goal 4)

Program Goal: Create Gender Studies courses as well as a certificate or degree

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Eliminate Equity Gaps in Course Success:** Create Gender Studies courses as well as a certificate or degree (X)

- **Increase Persistence and Eliminate Equity Gaps:** Create Gender Studies courses as well as a certificate or degree (X)
- **Increase Completion and Eliminate Equity Gaps:** Create Gender Studies courses as well as a certificate or degree (X)
- **Increase Hiring and Retention of Diverse Employees:** Create Gender Studies courses as well as a certificate or degree (X)

Create and maintain an oral history archive (Goal 3)

Program Goal: Create and maintain an oral history archive

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Eliminate Equity Gaps in Course Success:** Create and maintain an oral history archive (X)
- **Increase Persistence and Eliminate Equity Gaps:** Create and maintain an oral history archive (X)
- **Increase Completion and Eliminate Equity Gaps:** Create and maintain an oral history archive (X)

Program Overview and Update

Lead Author

Moriah Gonzalez-Meeks

Collaborator(s)

Peter Utgaard (History), Marissa Salazar, Nancy Bahena, Natalia Sigala Garcia (Gender Studies)

Please briefly share the ways in which you collaborated with colleagues within and outside of your department to gather input to inform your program review.

Information used to inform program review was discussed in meetings and emails.

Dean/Manager(s)

Jane Gazale

Please briefly share the ways in which you collaborated with your Dean on your program review to discuss your vision, goals, and resource needs/requests.

Plans for the department were discussed with Dean Gazale during our 1-on-1 meetings.

Please summarize the changes, additions, and achievements that have occurred in your program since the last program review.

Curriculum

The department was able to offer some of the new courses that have been developed and added to the catalog, HIST 157: History Through Comics and GEND 116: Introduction to Women's Studies. We will work on continuing to grow enrollment for these new courses and for the new Gender Studies curriculum that is being developed. We are hoping to offer GEND 117: Introduction to LGBTQ+ Studies and GEND/PSY 119: Psychology of Gender in the next year as we receive approvals from the UC and CSU systems. The chair of the department has been networking with SDSU History faculty and attending classes at SDSU that will help inform the curriculum development for HIST 193: Academic and Career Opportunities in History & Humanities and HIST 194: Internships in History. The goal is to offer one or both in the 26-27 academic year.

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. The chair of the history department also has a M.A. degree in Women and Gender Studies and will be developing these courses in collaboration with the new part-time Gender Studies faculty that have been hired and the chair of the Social & Behavior Sciences department.

Zero Textbook Cost Efforts

The History department was awarded over \$170,000 in OER grant funds to provide students with free equity-minded and inclusive books and teaching materials for students. We are collaborating with our Grossmont College history colleagues to develop ZTC materials. 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 and plans to continue purchasing books for students to use free of charge.

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

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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. The chair of the department is on a year-long 50% sabbatical working on this project.

Professional Development

One of our full-time faculty members has completed the Equity Minded Teaching and Learning Institute (EMTLI), as well as half of our part-time history faculty; 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. One part-time history faculty member participated in the new Equity Pedagogy & Practice Academy (EPPA) in spring 2024 and one full-time faculty member plans to participate in EPPA in 2026. 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 participate in Teaching Dialogues, an equity-minded community of practice.

College Service

The department faculty also serve on a variety of committees and councils, including Academic Senate, Curriculum, College Council, Resource & Operations Council, the Faculty Hiring Priority Committee, Human Resources Council, various search and interview committees, and more.

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 not able to do the kind of outreach and recruitment of students to our ACP as we would like since the ACP Lead hours were cut to 6 per month. That is only sufficient to attend a couple of high school 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.

Assessment and Student Achievement

After looking at the SLO information for the past year in Nuventive Improve, are you are on track for the 4-year assessment cycle?

No

If you answered no above, please describe the department's plan to ensure SLOs are assessed every 4 years.

An in-depth discussion was had during the flex week department meeting on the importance of SLO assessment and submitting the data afterward. I will work one-on-one with faculty to make sure they assess SLO 5 for HIST 100, 101, 105. I will also work with the part-time faculty who teach HIST 118, 119, 122, 123.

Which courses have not been assessed in the last 4 years?

HIST 100, 101, 105 (SLO 5 is missing)

HIST 118, 119, 122, 123, taught by part-time faculty

HIST 128, 129, 130, 131 - cross-listed with KUMEY and ETHN, not currently being taught by history faculty

HIST 193, 194 - new courses that have not been offered yet

HIST 114, 124, 148, 180, 181, 275, 276, 277 - insufficient enrollment to go - has not been taught in the last 4 years

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.

As described in the above answers, many of the classes are either not being offered because they are new or are not able to get sufficient enrollment to run. Some cross-listed courses are being taught by faculty in other departments. Courses that are being offered but are not being assessed are being taught primarily by part-time faculty. The chair will continue to work with the faculty members and SLO reporting will be discussed at meetings.

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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.

We had Rachel P. attend our department meeting last year to show us how to enter SLOs in Canvas. I am hoping that more faculty will be interested in using SLO assessment in Canvas now that it "talks to" Nuventive. We have common PLOs for our ACP, with the exception of Philosophy. History has developed an Oral History Project that multiple instructors are using.

Student Achievement

Please discuss any equity gaps in access or success and share what the program will do to address them.

The history program does not have access equity gaps; our student demographic data closely mirrors that of the college with a difference of one or two percentage points in some categories.

Overall retention in Fall 2023 and 2024 remained constant at 86%/87% as did success rates 69%/70%. Spring 2024 to 2025, retention remained fairly constant at 88%/90%, while success rates decreased from 76% to 73%.

Our department had equity gaps for Black, Latino/a/x, Middle Eastern, and Multiple Race students in Fall 2024 but did not have equity gaps for any group in Spring 2025.

Our program goals are focused on reducing equity gaps through providing relevant curriculum, through providing equity-minded teaching, and by diversifying history faculty.

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.
- Creating culturally relevant history OER texts and learning materials.
- 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.
- Continue to diversify our faculty and hire more equity-minded instructors.

Please describe any enrollment changes (increases/decreases) over the past year and the context for these changes.

Enrollments have remained fairly consistent over the last 4 years. Fall 2021-2024 enrollments fluctuated between 643-759 students; spring 2022-2025 enrollments followed a similar trend, fluctuating between 660-801 students.

If your program has seen a significant decline in enrollment over the past year, what resources or support would be helpful to improve program enrollment and access?

Not applicable

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Distance Education Course Success (If Applicable)

If your department offers distance education classes, how do you ensure Regular and Substantive Interaction (RSI) is being implemented?

The majority of our classes remain online based on students interest and demand for this modality. Consequently we discuss ways to meet RSI requirements during every flex week department meeting and the dean and the chair are careful to ensure RSI is being met when faculty are evaluated. Some ways that faculty implement RSI in their courses is regular announcements about class assignments, due dates, course content and topics, and reminders. Discussion boards are also used extensively along with instructor feedback on student work. Faculty also use surveys and group projects and assignments to encourage interaction

Program Goals

Program Goals Status

I have updated the progress on my previous goals.

Program Goals Mapping

Mapping for all active Program Goals complete.

Submission

Program Review response is complete and ready for review.

Yes - Response complete and ready for review

Dean Approval and Feedback

I have reviewed the program review with the author and provided feedback.

Yes - Review and feedback complete

Feedback

I commend the department for its active engagement in the college community, including participation in multiple committees and governance bodies, in addition to continuing to focus on closing equity gaps. I support the faculty hiring request.

A need to improve SLO assessments is noted. I recommend continuing to develop a robust assessment plan to ensure all active and all offered courses are regularly assessed. Continue working on incorporating SLO assessments into Canvas and collaborating with the Ethnic Studies department to ensure cross listed courses with KUMY and ETHN are assessed.

Goal Progress and Results for all four active goals have not been discussed in this report.