#18

COMPLETE

Collector:	Email Invitation 1 (Email)
Started:	Monday, January 11, 2021 3:02:48 PM
Last Modified:	Friday, January 15, 2021 8:41:02 PM
Time Spent:	Over a day
First Name:	Moriah
Last Name:	Gonzales-Meeks
Email:	Moriah.GonzalezMeeks@gcccd.edu
Custom Data:	History
IP Address:	72.207.118.129

Page 1: I. Program Overview and Update

Q1

I.1 Department(s) Reviewed:

History, Humanities, and Philosophy Department. Discipline: History

Q2

1.2 Lead Author

Moriah Gonzalez-Meeks

Q3

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

Peter Utgaard

Q4

I.4 Dean/Manager:

Alicia Munoz

Q5

I.5 Program Update: Please summarize the changes, additions, and achievements that have occurred in your program since the last program review was submitted. To access your 2020 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. In addition to professional development, history faculty members presented in the 2020 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 a new course, History/Ethnic Studies 107: History of Race and Ethnicity in the United States, as part of the forthcoming local Ethnic Studies AA degree. The new Ethnic Studies degree will be housed in both the History, Humanities, and Philosophy department and the Social and Behavioral Sciences department. 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. Finally, we have received approval for all of these courses to meet the new Cultural Diversity Graduation Requirement at Cuyamaca College.

Page 2: II. Assessment and Student Achievement

Q6

II.A.1 Is your program following the assessment plan on file with the SLO Coordinator (or Outcome Assessment Committee)?

Yes, the assessment plan is on file, but work is needed to update the plan

---

Q7

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

HIST, SLO Assessment Plan 2021.pdf (283.4KB)

Page 3: II. Assessment and Student Achievement

Q8

You indicated either 1) the department assessment plan is on file, but work is needed to update the plan, or 2) the department has no assessment plan on file and/or the program is not currently following assessment planII.A.1a Please describe how your program is adjusting (or developing) its assessment plan to ensure all courses are assessed within the assessment 4-cycle:

The new assessment plan is attached to the annual update. We added a new history course to the curriculum (Hist 107), which will be offered for the first time in Fall 2021. In addition, we are transitioning all of the history courses to new SLOs. Half of the course SLOs were changed in Fall 2020 and the remaining courses will be submitted in Spring 2021: 100, 101, 105, 106, 108, 109, 114, 122, 123, 124, 148, 275, 276, 277. The new SLOs were approved by the SLO Coordinator.

Page 4: II. Assessment and Student Achievement

Q9

II.A.2 Please provide an analysis of your Student Learning Outcomes (SLOs) findings over the past year and what changes, if any, were made as a result. This may include, for example, changes to departmental practices, program improvements, and/or professional development opportunities over the past year. *If the department did not complete assessments during the COVID-19 public health crisis, please note that here and provide additional context.

SLO assessments were not completed during the spring 2020 semester due to Covid-19. 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, which is what the old SLOs focused on.

Old SLOs
1) Identify, recall, and evaluate major themes, events, cultures, ideologies, religions, and figures in early American history.
2) Recognize and evaluate connections between the course of early American history and geographical and climatic factors and identify locations of historical significance, regional differences, and changes in historical geography.
3) Evaluate, recognize, and interpret primary sources, art, and literature in historical context, and interpret early American history through analytical categories of race, class, gender, and ethnicity.
4) Identify, recognize, and interpret the development of the United States and California constitutions, federal, state, and local governments, and the rights and responsibilities of citizens in an historical context.

New SLOs
1) Analyze, evaluate, and interpret primary and secondary sources.
2) Analyze and apply historical patterns and current events to students' own lives and experiences.
3) Analyze how power operates in society, through the categories of race, class, gender, ethnicity, and sexuality.
4) Develop and support an argument or thesis statement with historical evidence.

Page 5: II. Assessment and Student Achievement

Q10

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. The only outlier was the Native American group, whose success rates increased by 10% from Spring 2019 to Spring 2020.

Q11

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.

Page 6: II. Assessment and Student Achievement

Q12   Yes

Do you offer distance education (online) courses?
(excluding emergency remote teaching in 2020)?

Page 7: II. Assessment and Student Achievement

Q13

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.

Q14

II.C.2 What mechanisms are in place to ensure regular and effective contact? For resources, see Cuyamaca Guide to Best Practices in Online Teaching

History instructors utilize the following in order to communicate and stay connected with students: discussion boards, instructor participation in discussion boards, group assignments, virtual student hours, announcements and messaging through Canvas, recorded lectures, attendance at Culture and Community Circle events, flipgrid, and padlet.

Page 8: III. Previous Goals: Update

Q15

Goal 1:

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

Q16

Goal Status

In Progress - will carry this goal forward into next year

Page 9: III. Previous Goals: Update continued

Q17

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

Respondent skipped this question

Q18

Do you have another goal to update?

Respondent skipped this question

Page 10: III. Previous Goals: Update continued

Q19

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 degree (forthcoming). We also modified the Black, Chicano/a/x, Kumeyaay, and Native American history sequences to include the CSU Area F Ethnic Studies competencies. During the next year we are going to continue updating our CORs and SLOs to incorporate more relevant information and skills. 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.

Q20

Do you have another goal to update?

Yes

Page 11: III. Previous Goals: Update continued

Q21

Goal 2:

Increase enrollment

Q22   **Deleted**

Goal Status

Page 12: III. Previous Goals: Update continued

Q23

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

We received feedback on the 2020 Annual Update that increasing enrollment is not an effective goal and that it should be changed. The intent of the original goal was related to providing culturally relevant curriculum, so it was moved to an action item for Goal #1.

Q24   **Yes**

Do you have another goal to update?

Page 13: III. Previous Goals: Update continued

Q25   **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).

Q26   **Respondent skipped this question**

Do you have another goal to update?

Page 14: III. Previous Goals: Update continued

Q27

Goal 3:

Diversifying faculty and increasing the number of equity-minded practitioners.

Q28   **Completed**

Goal Status

Page 15: III. Previous Goals: Update continued

Q29

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

The goal has been completed in that 3 more history faculty completed the Equity-Minded Teaching and Learning Institute, bringing the total to 8. In addition, new part-time faculty have been hired who bring expertise in a variety of topics including: race, gender, and sexuality; Black Studies; Native American Studies; Chicano/a Studies; and Ethnic Studies.

Q30   **No**

Do you have another goal to update?

Page 16: III. Previous Goals: Update continued

Q31   **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).

Q32   **Respondent skipped this question**

Do you have another goal to update?

Page 17: III. Previous Goals: Update continued

Q33   **Respondent skipped this question**

Goal 4:

Q34   **Respondent skipped this question**

Goal Status

Page 18: III. Previous Goals: Update continued

Q35   **Respondent skipped this question**

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

Page 19: III. Previous Goals: Update continued

Q36

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

Page 20: IV. New Goals

Q37

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

No

Page 21: IV. New Goals continued

Q38

New Goal 1:

Respondent skipped this question

Q39

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

Respondent skipped this question

Q40

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

Respondent skipped this question

Q41

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

Respondent skipped this question

Q42

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

Q43

How will this goal be evaluated?

Respondent skipped this question

Q44

Do you have another new goal?

Respondent skipped this question

Page 22: IV. New Goals continued

Q45

New Goal 2:

Respondent skipped this question

Q46

Which College Strategic Goal does this department goal most directly support?

Respondent skipped this question

Q47

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

Respondent skipped this question

Q48

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

Respondent skipped this question

Q49

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

Q50

How will this goal be evaluated?

Respondent skipped this question

Q51

Do you have another new goal?

Respondent skipped this question

Page 23: IV. New Goals continued

Q52

New Goal 3:

Respondent skipped this question

Q53

Which College Strategic Goal does this department goal most directly support?

Respondent skipped this question

Q54

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

Respondent skipped this question

Q55

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

Respondent skipped this question

Q56

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

Q57

How will this goal be evaluated?

Respondent skipped this question

Q58

Do you have another new goal?

Respondent skipped this question

Page 24: IV. New Goals continued

Q59

New Goal 4:

Respondent skipped this question

Q60

Which College Strategic Goal does this department goal most directly support?

Respondent skipped this question

Q61

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

Respondent skipped this question

Q62

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

Respondent skipped this question

Q63

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

Q64

How will this goal be evaluated?

Respondent skipped this question

Page 25: V. Resources Needed to Achieve Goal(s)

Q65

What resources is your program requesting this year to achieve the program's goal(s)?

Faculty Resource Needs

Page 27: Final Check

Q66

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