

SECTION 1 – OVERVIEW. DEPARTMENT HISTORY & PREVIOUS PROGRAM REVIEW RECOMMENDATIONS

1.1 Introduce the program review with a brief department history. Include a complete list of full and part time faculty. Describe any changes in staffing, curriculum, facilities, etc. (You may wish to cut/paste your previous department history and then add to it). Additionally, please list degrees and certificates your department offers.

History has remained a foundational subject in the social and behavioral sciences, humanities, and liberal arts since its inception as a field in the 19th century. The American Historical Association (AHA) has consistently emphasized the value of studying history to understand the past and its impact on the present. The AHA promotes the study of history as an essential tool for developing critical thinking skills, understanding diverse perspectives and experiences, and cultivating an informed and engaged citizenry. In addition, the AHA has highlighted how historical knowledge and expertise can be applied to various fields, including education, public policy, law, and business. At Grossmont College, the History Department is essential to our institution's commitment to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential. Our diverse scholars are deeply committed to facilitating students' ability to interpret today's world using lessons from the past, developing critical thinking skills, and fostering cross-cultural knowledge.

Our department is committed to the pursuit of excellence, integrity, civility, balance, and a commitment to the power of diversity and inclusion. These values align with the college's strategic plan and are central to our mission as educators. Studying history is crucial in developing educated, culturally literate citizens, and it's difficult to imagine any college without a history department. What is the value of history? The American Historical Association (1998) notes that

- History Helps us Understand People and Societies
- History helps us understand change and how the society in which we live came to be
- History shows us the importance of differing perspectives
- History provides identity
- History contributes to moral understanding
- History is essential for good citizenship

What skills does History develop? According to the AHA (1998)

- Ability to assess evidence
- Ability to assess conflicting interpretations
- Experience in assessing past examples of change

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These skill objectives enable students to become thoughtful, analytical readers, insightful citizens, and community leaders. It is also useful in the world. Studying history also promotes the development of cultures of inclusion. Students become more astutely analytical of nations, peoples, institutions, the arts, cultures, ideas, and even material objects – all of which are examined in history courses. Our department is committed to creating a learning environment that fosters understanding, empathy, and appreciation for diverse perspectives and experiences. Through studying history, we hope to empower our students to become active, engaged members of their communities and agents of positive change. Since Grossmont College's founding in 1961, the History Department has been teaching important lessons. During the first academic year 1961-62, history was taught in conjunction with political science by three full-time faculty - Thomas Ruth, Gene Schultz (also from the Counseling Department) and Walter Yuhi. History had ten original courses consisting of the two-part sequences of Western Civilization, the Americas, American Civilization, and World Events (looking at contemporary world affairs). Completing the original list were the History of California and the History of the United States.

Seven years later, during the 1968-69 academic year, the collaboration with Political Science continued under the Social Sciences Division. The full-time faculty grew to nine, including Claire Runyan and long-time Department mainstay Mel Amov. Four part-time instructors, including Jacquelyn Hall, also taught in the Department. The course offerings expanded to include the History of England and the Commonwealth, the History of Latin America, the History of the Far East, Great Men in History, and Selected Topics in History or Government. At that time, the department focused mainly on the development of Western and Eastern civilizations in a top-down manner with an emphasis on European encounters of Asia. That has changed as the profession of History has revised its perspectives, theories, and methods.

By 1974-75, the History Department had already separated from Political Science, and with nine full-time faculty, including long-time Department member and future online instruction innovator Gerald ("Jerry") Baydo, the course list continued to grow, reflecting the interests of a more diverse student body and new scholarly venues. These courses included Minorities and the American Labor Movement, Ancient Civilizations, History of European Political Thought, Development of Modern Mexico, History of the American Indian, History of Urban America, History of San Diego County, and Modern Military History and Theory.

By 1983-84, the History Department had dropped to eight full-time faculty but also added new courses like History of the American West, Middle East History, Women in History, and Sexual Attitudes in History - Ancient and Contemporary. Jumping to 1992-93, with twenty-two total classes, full-time faculty dipped again to seven -Amov, Baydo, Stanley Claussen, Forbes Dickinson, Lee Raymond, Don Sherman, and James P. Hinkley. The introduction of the survey Early and Modern World History and Modern History of Women in World Civilizations moved the focus of teaching history away from the previous "Western and Eastern civilizations" framework to a more global perspective.

The 1997-98 academic year proved to be crucial for the History Department. With several retirements, full-time faculty dropped to five - Amov, Baydo, Dickinson, Raymond, and Thomas Bell. New full-time hires were desperately needed. By the end of 1999, Latin American specialist Carlos Contreras and U.S. Women's Historian Sue Gonda (the first female Department full-timer not part of political science) were hired into the History Department, now under the Humanities, Social, and Behavioral Sciences Division. After hiring Marty Ennis, who replaced Dickinson in 2001, History returned to seven full-time faculty with twenty-nine courses, eleven of which cross-listed with other departments, particularly Cross-Cultural Studies, including the two halves of U.S. History: Black Perspectives, American Indian History, and Chicano History.

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Within the next decade, the History Department would continue to grow in course curriculum, including two U.S. women's history, the first online history classes, and hire more part-time instructors. However, the number of seven full-time faculty would remain constant; the only new hires were replacements: Robert Henry (2004) to replace Lee Raymond. When Baydo and Amov retired in 2005 and 2006, but remained to teach in the Department as part-timers, they were replaced by Devon Atchison and Angela Feres. Devon Atchison worked closely with Sue Gonda in the areas of Women in U.S. History issues and helped lead the early SLO efforts on campus. Angela Feres was hired to "replace" Mel Amov's areas of Western Civilizations and Ancient Civilizations. She has gone on to teach World History as well and designed History 136: Medieval History. In 2013 Devon Atchison resigned from the Department, bringing the total number of full-time faculty down to six.

The department has undergone some changes in recent years, with the departure of Atchison and the retirement of Baydo and Amov. Despite these changes, the department has continued to fulfill its mission, thanks to our faculty's dedication and hard work.

Angela Feres has played a role in the department as Co-Coordinator and, later, Coordinator of Student Learning Outcomes before becoming Chair of the Department. This, however, limited the number of courses she could offer. Sue Gonda, meanwhile, pursued leadership positions as Interim Dean and Senate President before her full retirement in 2020. Thomas Bell retired in 2020, a blow to our department outreach efforts to our BIPOC community and our Marine Veterans, with whom he volunteered. It also temporarily halted our attempts to develop a History of Africa class, which Mr. Bell had hoped to develop before retirement. We also suffered the complete retirement of Mr. Amov, a loss to the department. The History Department is currently celebrating the approval of a new full-time faculty hire. We could not be more delighted to welcome someone to our team. We anticipate hiring a generalist who can help develop new curriculum, teach cross-listed and Linked classes, and be engaged in our Dual Enrollment efforts.

Currently, the History Department is left with a team of four full-time faculty (five in Fall 2023) and twelve adjunct instructors (down to 9 in Fall 2023) who teach twenty-eight different courses. Our eclectic course offerings range from flagship survey classes of American History, World History, and Western Civilization to specialized courses like Survey of Medieval History, Women in Early American History, History of Mexico, History of the Modern Middle East, and American Military History. In 2021, Angela Feres collaborated with Ethnic Gender, Social Justice Studies, and Cuyamaca College to develop History/EGSJ 107 Race and Ethnicity: U.S History, which was eventually designated for Area F. Area F is the new Ethnic Studies class required of all College students. This class is an exciting opportunity to expand our already strong relationship with the EGSJ Department and also to meet the needs of equity, diversity, and inclusion, enabling students to understand the history of BIPOC peoples in the US. Angela Feres has also developed two cross-listed classes for History and EGSJ, specifically addressing underrepresented Asian American and Pacific Island communities, Hist/EGSJ 160 and 161, which cover U.S. History: Asian Pacific Island Perspectives I and II. These classes will provide students with a better understanding of the diverse experiences and contributions of these communities in the US.

The Covid pandemic that began in 2020 caused a pivot of all History classes to the online modality, with meetings taking place on Zoom. However, the department had already almost fully met its goal of having all History faculty fully Canvas certified, making the transition to the online mode seamless. Our faculty has provided students with an engaged, pedagogically sound learning experience despite the hardships and uncertainty. Faculty who had ever taught online and those who had united to provide the best experience e possible for our students. Faculty

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learning to use Zoom facilitate breakout rooms and offer flexible and compassionate care and learning to enable students to persist in following their academic paths.

In recent years, the mission of the History Department has remained steadfast in its dedication to providing students with intellectually stimulating and high-quality history courses. As the field of history continues to evolve, our department has adapted to new interests, scholarly pursuits, social norms, and technological advances by diversifying our faculty, expanding our course offerings, and implementing new instructional methods, including hybrid and online classes.

Our department has traditionally offered courses in Buildings 51, 53, and 36, with faculty offices located in the vicinity of these buildings or on the second floor of the Learning and Technology Resource Center. Our department meetings are regularly held in Room 51-585 or in virtual settings such as Zoom. With the ongoing redesign and redecoration of the 500 buildings, we are eagerly looking forward to offering instruction in state-of-the-art, comfortable, and welcoming spaces.

We take great pride in our commitment to providing all students a comprehensive, engaging, and inclusive learning experience. Our eclectic course offerings range from flagship survey classes to expanded course offerings. As the Chair of the History Department, I am proud of our dedication to providing students with an excellent education in history. Our faculty is passionate about their areas of expertise, and our innovative curriculum will continue to evolve with the times, meeting the needs of our students both now and in the future. We are grateful for your ongoing support and commitment to our department.

1.2 Your last program review contains the most recent Academic Program Review Committee

Recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review including any activity proposals funded and what the results were. (Be sure to use the committee recommendations and not your own). Include the recommendations from the last program review in this section.

The History Department is pleased to report significant progress towards meeting the recommendations from the last program review. Faculty are encouraged and supported to attend Community of Practice workshops on equity, retention, and inclusion, as well as removing barriers to success and creating welcoming and engaging environments using innovative teaching methods, such as the liquid syllabus method and OER or Low-Cost options to remove cost barriers to success. Recently all History course outlines were updated, with an eye towards ensuring that texts were up-to-date and that tests represent a diversity of methods of teaching and understanding history, cover a diverse and inclusive range of experiences, and represent our students.

We prioritize student success by discussing grading strategies and grade distribution while maintaining rigor. We have scheduled norming sessions for the Fall 2023 semester to ensure consistent grading practices among faculty in our face-to-face and online classes. The Department has also made efforts to address disparities in success rates between online and in-person classes by ensuring that all faculty are now fully Canvas certified, except for one adjunct, which should help with the grade differences, as now we know all Online and f2f instructors have had access to workshops and other training on best practices for Online that actually make great sense in f2f classes as well. We are also committed to working with the EGSJ department to address disparities in success and retention in cross-listed classes.

To further support student success, we continue encouraging students to seek additional support through the Writing Center and Tutoring Center, which we include on our syllabi. Additionally, we recently invited Julie Middleman to update us on library resources for our

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students, which will help them develop research skills, evaluate news sources, and use critical thinking skills.

Now that we have returned to campus from our Covid lockdown, the History department is actively developing new marketing and promotional materials to attract more students. Angela Feres, in particular, has joined several campus committees that engage in student-centered work where marketing can be successfully completed. She serves on one of the ESBS GIATs, where the team is developing a calendar of student support and engagement activities, fostering a strong presence for History and supporting the Division and students. Angela Feres has also joined the Black History Month and Women's History Month committees. History will offer lecture and film events, improving our presence on campus and promoting History as a discipline that reaches across divisions. Carlos Contreras and Angela Feres also staffed a table for Week of Wow to promote classes and attract new majors. Angela Feres will staff a table at the March 10th open house with other ESBS departments with the same purpose in mind. Fall 2023 will see History Department funds used to buy "why History" brochures from the American Historical Association that explain what types of jobs people with degrees in history can get. This will help us make more connections in the area of workforce development.

Our department regularly assesses and refines our Student Learning Outcomes (SLOs) using shared templates and grading rubrics. Our success rates exceed our targets, and we are proud of our faculty's commitment to ongoing assessment and improvement of their teaching methods. All three of our SLOs are assessing well, with SLO 2 and 3 having the highest success rates, and SLO 1, on thesis recognition, also showing improvement. We have developed a new SLO assessment plan for the next six years, assessing our SLOs more regularly using a three-year cycle. We will also be assessing an ILO in the Fall to help with College-wide assessment efforts and our ability to meet College-wide assessment targets.

In conclusion, the History Department remains committed to providing our students with a comprehensive and engaging education in history. We will continue to adapt to changing circumstances, evaluate our practices, and seek new growth and innovation opportunities. We appreciate the administration's support and look forward to continuing to work together to achieve our goals.

Please attach your Program Review Committee Recommendations here.

- 1. Continue to participate in professional development to improve student equity, retention, and success, particularly for those groups currently experiencing low retention and success**
- 2. Identify why some DE courses are more successful than others and share findings across the department; increase professional development in supporting success and retention in DE**
- 3. Develop and distribute additional marketing items that highlight History courses and major**
- 4. Continue to use student-learning outcome data for the continued course and program improvement**

Please attach your Program Review Committee Recommendations here.

Program review Recommendations.docx

SECTION 2 - CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS

2.1 Describe how your course offerings have changed since the last program review. List any new articulation agreements, any added or deleted courses, and state why. Include new degrees and certificates.

History has added three excellent classes since our last Program Review. With History faculty from Cuyamaca and EGSJ faculty, Angela Feres designed and ushered through curriculum History/EGSJ 107 U.S. History Race and Ethnicity. The class was approved for Area D and we were also, after a few rounds of revisions, approved for Area F, the new Ethnic Studies requirement. We are moving from one HIST/ETHN 107 to offering three on the Fall 2023 line sheets. We are proud that this well-needed class is growing in enrollment. Angela Feres also undertook the development of two new courses. In response to a need for outreach to and representation of our Asian American and Pacific Island communities, she developed Hist/ EGSJ 160 and 161 U.S. History: Asian American and Pacific Island Perspectives I and II. These two classes are part of a new Asian American Pacific Island Certificate being designed by Dr. June Yang of the Philosophy Department. The classes currently meet Area D. We will edit and resubmit both for the Area F requirement. While History 115: Comparative History of the Modern Americas is not new, we are excited that it is part of the Latin American Studies Certificate Ricardo Crespo has designed. We hope that Hist 127, History of Mexico, and History 114: Comparative History of the Early Americas, will be added to the certificate in the future. History 108 and 109 will be part of ESLs pathways for students beginning in the Fall.

2.2 Explain how diversity, equity, and inclusion is infused in the curriculum, course outlines of record, degrees and certificates. Explain how DEI within your curriculum supports student success.

To begin, we have developed course content that incorporates a variety of perspectives and voices from diverse communities. We offer courses that examine historical events from the perspectives of marginalized groups, including women, people of color, and the LGBTQ+ community. In doing so, we aim to provide a more complete and accurate understanding of history and to challenge traditional narratives that have been historically exclusionary. The development of History/EGSJ 107 class on race and ethnicity in the U.S. allows the Department to support students understanding of how race, ethnicity, and gender have served to marginalize and racialize communities of color and the ways in which resistance has prompted social justice movements and reform within political and socio-cultural institutions. Hist/ETHN 160 & 161, U.S. History: AAPI I and II address the experiences of Asian Americans and Pacific Island Americas in the United States, from early immigration up to the current area in which hate crimes against the AAPI community have risen. We continue to cross-list with the EGSJ Department to offer crucially important classes on Native American History, Chino/a History, and U.S. History Black Perspectives I & II. The Department hopes to expand upon our course offerings in the next few years to ensure we are providing the community with classes that represent diversity and foster inclusion. Students need to see their histories in the classes they take, know that their stories are valued, and their experiences are seen and recorded.

All course outlines were updated in 2021. While updating these, the History department engaged in conversations about methods and practices, as well as strove to ensure books and articles reflect a wide and inclusive body of scholarship. We ensured our courses were current, inclusive, and representative of diverse communities and their lived experiences. Discussion about race, gender, sexuality, religion, and ethnicity informed our work, as we strove to include materials from a diverse body of scholars whose work addressed previously marginalized or excluded

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populations. Our development of new courses that addressed the history of race and ethnicity in the U.S. focused on the experiences of Asian Americans and Pacific Islanders, as well as partnering with other Departments to offer certificates and cross-listed sections with EGSJ, infuses our curriculum with the principles of DEI.

In addition, Angela Feres is a member of the Justice, Equity, Diversity, Inclusion Committee (JEDI), a diversity, equity, and inclusion committee that promotes DEI initiatives within the department and at the college. Angela Feres has also served on the Equity and Employment Taskforce, where the District's hiring practices were aligned with DEI practices. Angela Feres also took the Equity Office training and has served on several committees in this role. Faculty attend Community of Practice training and professional development opportunities that support the integration of DEI antiracist best practices into the curriculum.

We also thought about how formats of instruction could help support DEI efforts. In an effort to support retention and success, we discussed ensuring that we include Hybrid, Fully f2f, and Online classes as well as a variety of length classes. We hope that having a variety of formats and lengths will enable all students to persist and succeed, even those who must work, have families, or support their own parents.

Our department's commitment to DEI is part of our commitment to actively engage in supporting our students. By helping them to see themselves in the history and as significant people making history. Ultimately, our commitment to DEI supports student success by providing a more comprehensive and inclusive historical education. We do this by making sure we cover topics that have impacted all of our community; issues of race, racism, gender, sexuality, religious persecution, ability, and other identity challenges are covered whenever possible in our classes/. By promoting a more diverse and accurate understanding of history, we aim to provide students with the critical thinking and analytical skills necessary to engage with and address social justice issues in their personal and professional lives. Our department's DEI initiatives help students feel valued and included, supporting their academic success and fostering a feeling of connection and community at Grossmont.

2.3 Faculty need to abide by Title 5 and ACCJC standards as directed by Ed Code to validate the content of courses and/or programs. Describe how your department reviews the courses (in relation to the program, if applicable) to ensure you are maintaining currency within your discipline.

The department regularly holds formal and informal meetings to discuss consistency over what is taught. In order to maintain currency within their discipline, the History Department at Grossmont College has implemented a rigorous review process that includes ongoing feedback and assessment. The department regularly gathers feedback from faculty and students to identify areas where course content needs to be updated. They also monitor developments within their field through professional organizations, industry publications, and conferences to stay informed about new trends and best practices.

The department reviews the curriculum for each course to ensure that it meets the learning objectives set out in their program. They evaluate the course content, materials, and assessments to make sure they are aligned with industry standards and the skills and knowledge students need to succeed in their chosen career. They also assess how the course fits within the overall program to ensure that it provides the necessary preparation for subsequent courses.

The department engages in ongoing assessment of their courses to evaluate their effectiveness and identify opportunities for improvement. They use a variety of methods to measure student learning outcomes and solicit feedback from faculty, students, and industry partners. This data

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is then used to make evidence-based decisions about how to modify their courses to maintain currency within their discipline.

In addition to ensuring that faculty abide by Title 5 and ACCJC standards, the History Department at Grossmont College supports faculty in attending Community of Practice workshops focused on equity, retention, inclusion, and innovative teaching methods. The department also ensures that the courses' content, articulation, and transferability match those of any 4-year university's lower-division survey courses.

While maintaining correct facts is essential, teaching history is subjective and interpretive. Therefore, academic freedom plays a role in how instructors teach their classes. This results in intellectual diversity among the classes, but the department has achieved the consistency of standards among instructors by requiring that its three Student Learning Outcomes (SLOs) appear on all instructor syllabi and these are regularly assessed. Course Outlines of Record are updated to ensure rigor, inclusion, and diversity in subjects taught and scholarship used.

2.4 Per the Board approval dates which outlines are out of date? Describe the plan and include the dates by which your department will submit to Curriculum Committee. (Please refer to the Program & Course Approval Handbook to the right)

All COR are up to date. Angela Feres updated every Outline, updated books, and checked Student Learning Outcomes. All COR were brought before the Curriculum Committee and approved in 2021.

2.5 How are faculty integrating current issues in course content? Consider environmental, societal, ethical, political, technological, and/or other issues when answering this question. Please provide specific examples.

Faculty are encouraged to make history relevant. Whether medieval, ancient, or modern, history is the story of people, their struggles, triumphs, failures, fears, and desires. An example of how faculty integrate current issues is Marty Ennis' presentation on the history of Ukraine, the current war, and how global politics have impacted the response to the conflict. Discussing the war allowed students to understand more deeply the history of Eastern Europe, the legacy of the cold war, and politics while also developing empathy for our Ukrainian students and their families. In a Linked class, Angela Feres and Adelle Roe from the English Department oriented their readings and assignments around the theme of "revolutions." Modern revolutions that attempted to reform inequitable systems were discussed, compared, and used to analyze current movements attempting to reform society, such as Black Lives Matter. Students were encouraged to write a final paper that identified, defined, and compared a current reform movement to a past revolution.

Faculty have participated in the book clubs offered on campus by department recommendations or individual initiatives. Examples include the book *Caste: The Origins of our Discontent* by Isabel Wilkerson which used in the classroom enables historians to make history meaningful and applicable. Faculty are encouraged to attend campus Community of Practice presentations such as that offered by Dr. Lasana Hotep on how to become an equity-minded educator.

In addition, faculty attend lectures or enroll in courses at various colleges in San Diego or work toward advanced degrees. Angela Feres has taken several EGSJ courses, including Cross-Cultural Competency, U.S. History Black Perspectives I and II, Introduction to Black Studies, History 115 Comparative History of the Americas, and Archeology, which focused on the First peoples of Americas. She is also working on a MA at SDSU in Liberal Arts and Sciences.

Currency in the field is achieved with attendance and participation at various historical conferences such as the American Historical Association's annual conference, where faculty

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interact with other historians to discuss the latest views, trends, and ideas of history. These ideas are then brought into the classroom to engage students more deeply in the topics.

Jerry Baydo is the executive director of the National Social Science Association, which has over 2500 members nationwide. He encourages all two- and four-year faculty to participate in our conferences, seminars and publications that focus on research, teaching, and technology in all the social sciences, allowing him to not only interact with faculty and department locally but also nationally. Conferences and workshops such as this support

currency in the field, allow faculty to meet and interact with other historians to discuss the latest views, trends, and ideas of history and return to Grossmont to report in Department meetings and incorporate the classroom.

2.6 How do you maintain dialogue within your department about curriculum and assessment? What strategies do you have in-place that ensure consistency in grading in multiple sections and across semesters (e.g., mastery level assessment, writing rubrics, and departmental determination of core areas which must be taught)? Consider department practices, academic standards, curricular expectations, SLO outcomes, teaching tools, and course outlines.

Challenges do arise in grading within the field of history. Different methods, perspectives, and types of history impact which topics are presented and in cases, how topics are presented and received. While there may not be a one-size-fits-all approach to grading, ensuring that diversity, equity, and inclusion are infused in the curriculum, course outlines of record, degrees, and certificates, so all aspects of course work from curriculum to grading is as unbiased, representative, and fair as is possible.

Our department prioritizes using diverse and inclusive primary and secondary sources in our courses to support student success. We encourage instructors to select sources that reflect the perspectives and experiences of individuals from diverse backgrounds and to incorporate these sources into their course content. This allows students to learn about history from multiple perspectives and comprehensively understand historical events. To assess our Student Learning Outcomes, we have a template each instructor can tailor to their focus, including a thesis question, primary sources, secondary sources, and prompts about cause and effect and significant people. These are graded using a rubric designed for SLOs.

Additionally, we strive to make our course materials and assessments accessible to all students, regardless of their background or English usage skills. This includes providing resources and accommodations for students who may struggle with writing or reading comprehension and providing opportunities for students to engage with the material in various ways. For example, instructors may offer group projects or oral presentations as alternatives to traditional essays to accommodate diverse learning styles.

Finally, we recognize that grading practices can significantly impact student success and strive to ensure that grading is fair, consistent, and transparent. While we acknowledge that there may be variations in grading practices among instructors, we encourage using clear grading rubrics that align with our department's SLOs and learning objectives. This helps ensure that all students are held to the same standard of content mastery and analytical skills while allowing for individuality in pedagogical approaches.

Overall, our department is committed to creating a diverse and inclusive curriculum that supports student success while also acknowledging the challenges of grading in the field of history. By prioritizing the use of diverse sources, accommodating diverse learning styles, and promoting fair and consistent grading practices, we can create an equitable learning environment that supports the academic and personal growth of all students. Our department

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maintains dialogue on curriculum and assessment through regular meetings and discussions on best practices, and we continuously evaluate and update our practices to ensure they align with academic standards and curricular expectations.

2.7 Referring to the Grade Distribution Summary graphs (in the reading pane to the right) comment on how your department patterns relate to the college and division.

The given information reports on the success rates of various courses over several semesters, with a focus on the success rate of the History course. The success rate is defined as the percentage of students who earned grades of A, B, C, or P (pass) in a particular course.

Overall, the History course had a relatively consistent success rate, ranging from 67.4% to 77.1% in the Fall and Spring semesters of 2018 and 2020, respectively. The course had its highest success rate in the Spring 2019 semester at 72.3% and its lowest success rate in the Fall 2019 semester at 69.9%, which was also the lowest success rate among all courses in that semester.

Comparing the success rates of History with other courses, it can be observed that in several semesters, other courses such as ESL, Religious Studies, and Anthropology had higher success rates than History, while courses like Cultural Studies and Poly Sci had lower success rates. However, in some semesters, History had success rates that were either higher or lower than these courses.

It is also interesting to note that in the first Covid-affected semester, Spring 2020, the success rate of the History course increased to 77.1%, which was the highest success rate among all courses, despite the pivot to online learning and the stress and turmoil of that semester. The success rate remained high in the subsequent Summer 2020 semester at 84.9% but decreased to 73.6% in the Fall 2020 semester.

In the most recent semesters, the success rate of the History course was around 72-73%, which was relatively consistent. However, in the Fall 2021 semester, the success rate decreased to 69.3%, which was below the overall average success rate of the course. The success rate increased slightly in the Spring 2022 semester to 72.4% and then decreased again in the Summer 2022 semester to 69.7%. Finally, in the Fall 2022 semester, the success rate of the History course rose again to 72.1%.

Overall, the success rate of the History course was relatively consistent over the given period, with some fluctuations. The course had success rates that were either higher or lower than other courses, depending on the semester. It is also interesting to note that the course had a relatively high success rate in the first Covid-affected semester, despite the challenges faced during that time.

Looking at the College as a whole, 2018, the Arabic Department had the highest success rate with 89.2% success, while the lowest department Library Information Resources had a 46.7% success rate. 2018SU the lowest success rate of 51.8% was held by Astronomy, while the OTA Department enjoyed 98% success. 2018FA success rates ranged from the high of 93.3 in Education, to the low of 47.2 in the Humanities Department. 2019Sp the lowest success rate was in Italian with 53.8, while the highest success rate was in Arabic with 86.6% success. The summer of 2019 CVT had an astounding 100% success rate; fabulous work! The low was in Family Studies which had 46.2%. In the Fall of 2019, CVT had 91.3% success rate, while the Humanities was at 51.9%. Moving into the first Covid semester of 2020SP, CVT held on strong with a 96.8 success rate, compared to the low of 65.6% in the Humanities. All in all, the College maintained high success rates, showing the strength and adaptability of all faculty and students. 2020SU continued to be strong, with 98.2 of Exercise Science students experiencing success, while Admin of Justice was at 62.1%. Returning in the Fall of 2020, Humanities dipped to a

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57.1% success rate, while CVT remained strong at 90.2%. At this point, Grossmont was allowing a small number of classes to meet on campus, following strict Covid protocols. That continued with more classes on campus in Spring 2021, when reached an impressive 91.8% success rate, versus the low of 42.8% in Humanities. During the summer of 2021 CVT had another impressive 100% success rate; awesome work. Admin of Justice experienced a low of 45.1%. Fall 2021 saw a high of 87.3% success rate in Arabic, while EGSJ had a low of 43.3%. Moving into the 2022Sp semester, with many more classes offered on campus, Chinese had a 100% success rate; way to go! German and CVT were close behind. The lowest success rate was in Humanities which had a 49.4% success rate. Summer 2022 was an excellent semester with OTA, Geology, and Arabic enjoying 100% success rates; wonderful work! The lowest success rate was 55.2 in Biology. Finally, Fall 2022 success rates show a high of 85.2% in Exercise Sciences and a low of 40.1% in Humanities. Overall, Fall 2022 saw an overall decline in success rates. As the College is now offering more classes on campus, students may be struggling to adjust to our new in-between days post Covid.

Summarizing the data indicates that the success rate of the History course remained relatively consistent, ranging from 67.4% to 77.1% in the Fall and Spring semesters of 2018 and 2020, respectively. However, the success rate fluctuated in different semesters, with the lowest success rate of 69.9% in the Fall 2019 semester, which was also the lowest among all courses in that semester. Comparing the success rates of History with other courses, it is observed that in some semesters, other courses had higher success rates, while some courses had lower success rates than History. For instance, in the Spring 2020 semester, despite the pivot to online learning and the stress and turmoil of that semester due to the Covid-19 pandemic, the success rate of the History course increased to 77.1%, which was the highest success rate among all courses.

Looking at the College as a whole, it is observed that the success rates varied across different departments and semesters. The Arabic Department had the highest success rate of 89.2% in 2018, while the Library Information Resources had the lowest success rate of 46.7% in the same year. Similarly, in the Summer of 2019, the OTA Department had a success rate of 98%, while Family Studies had a success rate of 46.2%.

Overall, the given information suggests that the success rates of different courses and departments varied across different semesters, and the History course had a relatively consistent success rate with some fluctuations. It is also interesting to note that despite the challenges faced during the Covid-19 pandemic, some courses and departments were able to maintain high success rates, highlighting the strength and adaptability of faculty and students. However, the success rates in the Fall 2022 semester showed an overall decline, which may be attributed to the adjustment period for students returning to work and in-person classes after the pandemic, while still attempting to remain cautious, manage their own psychological needs after the disruption, and deal with family care issues.

2.8 For course-by-course graphs, provide an explanation for any courses with different grade/success patterns than others. This may relate to major's courses vs GE, first-year vs second-year or basic skills vs transfer.

Looking at success rates on a course-by-course basis from Spring 2018-Fall 2022, there are some patterns worth investigating, and that raise the need for conversations with EGSJ about our cross-listed classes and also about success rates in those classes when offered in the Online format. Before offering an analysis, the semester-by-semester data will be presented. Over the course of the Sp2018-Fal2018 year, there was a disparity between our highest success classes offered on campus History 108, Early US and Hist 154, Early History of Women, and Hist/EGSJ 119, which all had success rates in the 90s and History 100 Early World which had a success rate of 57.9% in the Fall and Hist 135 Ancient Civilization which has a success rate of

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50% Fall 2018. In the Online format, for the same year, our classes with the highest online success rates were History 106: Modern Western, History 108: early U.S., ad History 105: early Western, which all had success rates in the 80% range. The lowest success rates were in History 155: Women in Modern, History 115 Comparative Americas, History 108 Early US, Hist 109 Modern US, and History 101 Modern World, with success rates in the 50% range.

For the Spring 2019-Fall 2019 year on campus success rates ranged from highs in the 90s for History 118 and 119 US Chicano/a and lows of 42.9% for Hist 148: Hist of Middle east, 45.5% for Hist 180: US History Black Perspectives I. Online success rates ranged from highs in the 80% range for History 108, History 101: Modern World, and History 105: early Western Civ. Our lowest success rates for online classes were in Hist 114: Comparative History of the Early Americas at 34%, Hist 122 Women in U.S. at 46%, and Hist 124 Hist of California at 50%.

Spring 2020-Fall 2020 our highest on-campus success rates were in the 90s for Hist 137: History of East Asia, Hist 118, and Hist 119. For Online classes, our highest success rates were summer classes History 100 and Hist 101, which had success rates in the 90s, then History 115, Hist 101, and Hist 122 in the 80% range.

Spring 2021-Fall 2021 Hist 181: U.S. Hist Black Perspectives II had 98% success, followed by rates in the 80s for Hist 136: Medieval Hist and Hist 119. In the Online format, success rates ranged from highs in the 80% range for Hist 113: Military History and Hist 115 to deep lows of 26.7% for Hist 181, 9% for Hist 119 in the summer, and 50% ranges for Hist 155, Hist 123, Hist 119 in the Spring.

From Spring 2022 to Fall 2022, for on-campus f2f classes, Hist 115 and 119 in Fall 2022 enjoyed 100% success rates. History 181, Hist 108, and Hist 137 were in the 90% range. The lowest face-to-face success rate was 38.5% for U.S. Hist 180. In the Online format, History 105 and History 106 had success rates in the 90s, while History 107, 180, 137, 181, 124, 123, 109, and 108 had dipped into the 50% range and Hist 160: AAPI Perspectives in the US had 40%, Hist 155 41% and Hist 109 dipped to 47% in Fall 22.

Looking at the range of success rates, several thoughts come to mind. Some of our courses are not offered every semester, such as History 114, 122, 123, 124, 126, 148, 154, and 160. These courses specifically address limited areas of history that are usually more unfamiliar to students than U.S. History. History 114 (Early Comparative Hist of the Americas), and 124 (Mexico), History 115 (Modern Comparative Hist of the Americas) have a lower overall success rate, possibly due to the complexity of the modern Americas' revolutionary, colonial, and imperial narratives. History 122 and 123 are focused specifically on Women in U.S. History. Again, as with our other focused specialty classes, a topic only briefly covered in High School. The same could be said of our Middle East History class (History 148), and our new Hist 160 U.S. History: AAPI Perspectives class, History 154 Women in Early World, and History 124 History of California.

The exception to lower success rates in our specialty classes is our Military History course, History 113, which attracts retired and active-duty military students and is taught by a former Marine with a wide following. This course is a success story of the department, as it matches student needs and interests with an adjunct with field experience. Students in this course come in with a greater body of knowledge and a stronger skill set, which accounts for the higher success rates. History 136: Medieval is also showing strong success rates, despite being a specialty class. That may point to a large Renaissance Fair and Society of Creative Anachronism group in East County, who are knowledgeable in the areas and the large popularity of Game of Thrones, inspired by medieval life.

What is more surprising is the lower success rates of U.S. History (History 108 and 109) seen in some semesters. U.S. History classes at one time were the "bread and butter" of the Department and History Departments in general. According to the National Assessment of Educational Progress (NAEP), in 2018, only 15% of 8th graders and 12% of 12th graders performed at or above the proficient level in U.S. history. The American Historical Association has noted, we

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observe that undergraduate enrollments have resumed their slow and steady decline. Over the late 2010s, undergraduate enrollment declined 2 percent per year on average. During the pandemic, however, undergraduate enrollments in history courses stabilized, at least when the steep decline in overall undergraduate student enrollment was taken into account. However, over the past year, this broader trend appears to have resumed. Undergraduate history enrollments at the 78 four-year colleges and universities in the United States and one institution in Canada that responded to the AHA's survey declined 2.2 percent from the 2020–21 academic year to 2021–22" (<https://www.historians.org/research-and-publications/perspectives-on-history/march-2023/an-uncertain-trend-the-ahas-2022-survey-of-history-undergraduate-enrollments>)

As Steve Mintz of Inside Higher Ed argues "... many students detest survey classes in general, and introductory U.S. history courses in particular. They consider these sweeping introductions a colossal waste of time and money, a diversion from their real interests, and little more than a box-checking exercise taken only to fulfill a requirement. Typically large and impersonal, and, in the case of history, repetitive of classes that students took in high school, these are courses to "get out of the way." (<https://www.insidehighered.com/blogs/higher-ed-gamma/reimagining-us-history-course>). How to combat this perception is a huge issue. There are ways to make U.S. History more engaging and less of a chore. Thematic approaches, employing digital humanities methods, making the curriculum more inclusive, putting the people at the forefront, and studying the High School classes to ensure our survey classes are not mimicking those, are all things that need to be considered. We are heartened that it is not every semester that the rates are low. It is an anomaly and one that requires careful attention. The lower rates were in 2018, 2019, and 2022. The Department will discuss this and the lower rates for the "specialty" classes in our department meetings.

In general, in all departments, course content often dictates how students can navigate the subject matter. Given the changing nature of how students learn and perceive via technology, the History Department needs to look at newer innovative ways to connect students to the material. The Chair will investigate the Digital Humanities initiative at SDSU to see if that model might work at Grossmont. In addition, the SDSU Comics initiative is showing huge success in generating enrollment. Comics and Graphic Novels are low-cost, highly engaging, meaningful tools. The History Department needs to develop a Comics in History class to capture enrollment, develop a pathway to the SDSU program, and move the needle on success rates via deeper engagement and relevance for students.

2.9 Please describe how the department handles any unusual grading patterns. If you have any information that allows calibration of your grading data to external standards (performance of your students on standardized tests or licensing exams, transfer and/or employment success) please provide those to us and explain the connection.

We value fairness, consistency, and the maintenance of academic standards in our grading practices. Our goal is to ensure that grades accurately reflect students' mastery of the subject matter and align with external standards whenever applicable.

To maintain consistency and fairness in grading, we follow established departmental guidelines and criteria for evaluating student work. These guidelines are developed collectively by the faculty and regularly reviewed to ensure they align with best practices and disciplinary standards. By adhering to these guidelines, we minimize potential variations in grading among different instructors and courses within the department. We actively engage in discussion about these topics in our Department meetings.

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In instances where unusual grading patterns are identified, we take several steps to address them. First and foremost, we conduct a thorough examination of the grading data and assess it in relation to the established criteria. This analysis allows us to identify any significant deviations or inconsistencies that require attention.

If necessary, we initiate internal discussions among the faculty members and if applicable other Departments (for cross-listed classes) to review the grading practices and identify potential underlying factors contributing to the unusual patterns. These discussions are conducted in a collegial and supportive manner, with the aim of promoting a shared understanding of the standards and ensuring that grading practices align with the department's expectations.

Additionally, we value external benchmarks to calibrate our grading data whenever possible. While we do not have direct access to standardized tests or licensing exams specifically tailored to history, we have attempted to gain information on our students' ability to transfer to four year institutes, gain scholarships, or participate in honors groups. This information is not easy to obtain and often we rely on former students to keep in touch with us. We would love to find better ways to follow the progress of our students as this would provide valuable insights into the success of our students beyond the confines of our institution.

In summary, our department handles unusual grading patterns through a combination of internal analysis, faculty discussions, and alignment with external benchmarks. We strive to ensure fairness, consistency, and academic rigor in our grading practices. By regularly reviewing our guidelines, engaging in meaningful discussions, and leveraging external indicators, we continuously refine our approach to grading to provide our students with a high-quality education in history.

2.10 If applicable, provide a comparison of the retention and success rates of distance education (online) sections (including hybrid) and face-to-face sections. What are your department policies on course delivery methods? Is there anything in the data that would prompt your department to make changes?

Comparing Online versus face-to-face classes across semesters (Fall 2018-Fa22) and omitting Summer as summer is always 100% Online, the following data emerged:

To compare the overall success rates for online history classes to face-to-face history classes, we can calculate the average success rates for each mode of instruction across all available data.

- For face-to-face classes, the average success rate is 75.425%.
- For online classes, the average success rate is 71.4375%.

Comparing the overall averages is heartening as overall History Online classes are successful despite the dips in individual courses noted previously. This data shows that face-to-face classes have a higher average success rate (75.425%) compared to an average for online classes (71.4375%). However, it is important to note that the success rates vary across semesters, with some semesters showing higher success rates for online classes compared to face-to-face classes. Online classes traditionally have lower success rates. However, History Online classes are showing success rates that are close to that of our face-to-face classes. All but one History faculty member are fully DE trained with canvas certification. Our policy requires all faculty hired from this point onward to be Canvas certified. Our exception now is one adjunct who only teaches one evening class each semester.

Using the Program Review data, the chart indicates that History retention in the Fall semesters was overall 2017-2022 ranged from 82% (FA21, Fa 20, Fa 18), to 83% (Fa 2017), and 85% (Fa 19). Online-only data for the Fall 2017-2022 semester was 77% in Fall 2017, 78% in Fall 2018, 84% in Fall 2019, and 82% in Fall 2020 and Fall 2021. Spring data shows retention ranged from 80% in Spring 2018 and 2020, 83% in Spring 2019, 84% in Spring 2021, 85% in Spring 2022, and 87% in Spring 2023. Our summer Online retention rates range from 87% in Summer 2017, 2021, and 2022, 90% in Summer 2018 and 92% in Summer 2020.

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2.11 If applicable, include the list of courses that have been formally articulated with high schools. Describe any articulation and/or curricular collaboration efforts with K-12 schools. Have your high school articulations agreements transitioned to “credit for prior learning” per the Title V changes? (Contact the Dean of CTE if you have questions).

The History Department is pleased to be part of the Dual Enrollment initiative between Grossmont College and Helix High School. Currently, History 155 Women in Modern World History, History 137 History of East Asia, and History 180 and 181 U.S. History: Black Perspectives are being taught at Helix High School by adjunct faculty members. These classes are part of an initiative to help students become College ready, feel more comfortable and confident about attending College, and help students more easily transfer to a two- or four-year College.

History has also expanded its Dual Enrollment to Grossmont Union High School. We are currently offering History 101: Modern World History at El Cajon Valley High, with an ECVH instructor teaching the class.

2.12 Please describe how the program ensures that articulations are current. Identify any areas concern or additional needs that your department has about articulation with four-year institutions.

History works closely with the Articulation Officer and the Curriculum Committee to ensure all articulations are current.

SECTION 3 – STUDENT LEARNING OUTCOMES (SLOs)

3.1 Over the course of the last Program Review cycle, how has your department used the results of course level (referred to as SLOs or CSLOs) and Program level (PSLOs) learning outcomes assessments? Please respond to both prompts below.

3.1a: How have you used the results of CSLO assessments to inform adjustments in courses? How have you assessed (or how will you assess) the success of these adjustments?

The History department has updated our SLO Plan to assess each course more often to address any significant trends that impact our baseline success rates. We now assess each class, all three SLOs, every three years. We use our CSLOs to assess our PSLOs as the skill set expected of a survey-level History student, who is a major or taking History as a GE transfer class, are the same. The Department has been pleased to note that students are meeting and even exceeding our bench line targets in many cases. Our most difficult CSLO requires students to recognize a historical thesis statement and explain how primary and secondary sources support it. In many cases, our students exceed the basics by then being able to craft their own thesis statements and defend them using sources. The Department uses our results to discuss tools and methods for teaching students about thesis statements, adding sources to help students understand how to assess primary and secondary sources, and how to use this information to discuss significant people and causes and consequences in history. Our discussions have facilitated sharing of best practices among faculty, engaging prompts, and ways in which offering Linked classes with English can help our History students further develop their skills. We had attempted to get a “just-in-time” one-unit class through the curriculum that would be open to all History students. The voluntary course was designed with the English Department and would have augmented the Tutoring and Writing Center in helping students become critical thinkers and recognize good vs. problematic sources, unsupportable arguments, and how to vet sources. Unfortunately, we were not successful but the conversations about our learning outcomes and how best to support student success that would transcend our department engaged adjunct and full-time faculty.

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3.1b: How have you used the results of PSLO assessments to inform adjustments to degree and/or certificate programs? How have you assessed (or how will you assess) the success of these adjustments?

At this time, we are pleased to report that our PSLO data does not warrant a change in our degree. Student assessment data indicates that History students are exceeding cases our minimum benchmark. Students can recognize thesis statements and, in some cases, construct them. They can use primary ad secondary sources to support a thesis statement that is provided to them. They are also able to use primary and secondary sources to discuss cause and effect and to make note of significant historical individuals or groups and explain why they are significant. There are the general skills an entry-level lower division history major or someone who is taking History for GE should gain from their classes, from any GE degree that required History, and from a History AA degree.

3.2 What general trends or patterns do you see as you review your department's analysis of its SLO and PSLO assessments since your last program review? (NOTE: You may want to provide a synthesis of responses to question 3.3 in your Annual Unit Plans.)

An analysis of our SLO and corresponding PSLO data indicates that faculty are doing a good job teaching students about thesis statements. They provide instruction on how to recognize thesis statements by modeling how one is made in the context of historical events, provided them for students to discuss, and encourage students to construct thesis statements in essays, discussions, and papers. Our data indicate that we are meeting and, in most cases, exceeding our 51% will pass with a C or better benchmark. We are often at the 70% or higher mark on SLO1, though it remains the most challenging. Thesis construction is a challenging task, even for upper-division students. By teaching students about this skill now, we are preparing them for success in their upper-division work. Our second SLO, corresponding to PSLO Two, shows excellent success rates or above our 51% passing with a C or high. SLO/PSLO. Two asks students to use provided primary and secondary sources to articulate the causes and effects of a historical event. This assessment allows us to teach students how to recognize primary and secondary sources and then use them to demonstrate what might have caused an event and what consequences followed. These skills involve critically engaging with sources, understanding the important difference between sources, and seeing how the world around them took share due to past events. Finally, SLO/PSLO three asks students to recognize a significant individual in a historical event and explain their significance. This two-part task allows faculty to show a wide-range of significant people or groups that reflect our student populations whenever possible and stress the contributions people from all races, ethnicities, genders, sex, ability level, or religion have had to history. Assessments indicate students are again doing an extremely good job, meeting and often exceeding our 51% C level benchmark. In all SLOs, the Department is enthusiastic about the ability of our faculty to teach and our students to succeed at learning the introductory general survey level History critical thinking and analysis skills. These skills will help with their other classes in the EBS division where similar skills are necessary.

3.3 What implications do these results have for your curriculum, both at the course and program level? What support (time, professional development, curriculum approval process, etc.) will you need in order to respond to these implications?

The implications are positive. We must continue to concentrate on providing instruction in the basics necessary skills of critical thinking and analysis. Every department meeting we discuss our learning assessments, the template we use, and our rubric as we ensure we are being successful. We have discussed adding to our SLOs, but those discussions, though profitable in terms of

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sharing engagement techniques and best practices, leave us with the impression that the skills we are teaching and asking students to demonstrate continue to be important, relevant, and appropriate for the 100-level classroom. We have developed SLOs/PSLOs for the new cross-listed classes with EGSJ Department to ensure those classes meet the Area F Ethnic Studies SLO requirements. Those skills are important and build off of the general History SLO/PSLOs utilized in other classes. As the headcount for the new classes (107, 160, and 161) is with EGSJ we will partner closely with them on SLO assessments and PSLO assessment as the classes come up for evaluation.

3.4 What changes has your department made to its SLO and PSLO assessment cycles (aka the 6-year plan) (e.g., changes in timing of assessments to accommodate curricular changes, addition/deletion/revision of SLOs/PSLOs, intentional delay or acceleration of the collection of assessment results, etc.)?

The implications are positive. We must continue to concentrate on providing instruction in the basics necessary skills of critical thinking and analysis. Every department meeting we discuss our learning assessments, the template we use, and our rubric as we ensure we are being successful. We have discussed adding to our SLOs, but those discussions, though profitable in terms of sharing engagement techniques and best practices, leave us with the impression that the skills we are teaching and asking students to demonstrate continue to be important, relevant, and appropriate for the 100-level classroom. We have developed SLOs/PSLOs for the new cross-listed classes with EGSJ Department to ensure those classes meet the Area F Ethnic Studies SLO requirements. Those skills are important and build off of the general History SLO/PSLOs utilized in other classes. As the headcount for the new classes (107, 160, and 161) is with EGSJ we will partner closely with them on SLO assessments and PSLO assessment as the classes come up for evaluation.

3.5 Please attach your assessment schedule from your Department Documents - Program Review folder.

HIST SLO 6 yr plan 2015 to 2027FALL.xlsx

3.6 What do the results of your SLO work tell you about the progress you made toward your program goals? How will they inform your teaching moving forward?

History is pleased by its SLO and PSLO assessment results. Our results inform us that we effectively teach students the base-level and program-level skills necessary to show competency in a survey-level history class or in a transfer-level history degree. Knowing this allows us to continue to provide quality instruction on thesis construction, primary and secondary sources, cause and consequence narratives, and the recognition and analysis of significant people in history.

SECTION 4 - FACILITIES AND SCHEDULING

4.1 List the type of facility spaces your department/program utilizes for instruction. This can include on-campus, off-campus, and virtual.

The History Department primarily offers classes in the 500 Building, although we have also used rooms in the 300 and 100 buildings during the recent construction. We also have faculty who primarily teach online, who use their offices to facilitate learning.

4.2 Are the spaces listed in 4.1 adequate to meet the program's educational objectives?

No

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If you checked 'no', please explain how your department/program is not meeting its facility space needs to adequately meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are not being met.

The 500 buildings are currently undergoing a revival process that includes asbestos removal. While we were hoping for a brand-new building with a spacious and modern learning environment for students, newer technologies, better classroom organization and lighting, and study spaces, our hopes have been dashed. However, we can at least look forward to new paint, carpets, and chairs.

A room committee has been meeting for several years to provide suggestions for reorganizing and optimizing the use of the 500 buildings. Although multiple proposals were considered, an executive decision was ultimately made, which we must accept since there appear to be no available funds or compromises for a new building. Unfortunately, students in the ESBS division are still being taught in outdated classrooms, given the importance of these disciplines.

In the remaining classrooms serving the needs of History enrollments, faculty members use the entire space for lectures and group activities. They encourage interaction and engagement with students by walking around the class and utilizing PowerPoints to facilitate notetaking and document viewing. This requires a large or multiple screens for optimal image display and appropriate lighting to facilitate notetaking and viewing.

We are pleased to see the improvements in Hyflex rooms, which enable flexible teaching in face-to-face and online formats. However, we hope that in the future, all classrooms will be equipped with computer stations that allow live recordings of lectures to be posted for students and improved speaker quality and clip-on mics.

4.3 What proactive steps have you taken with regards to facility and scheduling to improve the ability of your department to meet the educational objectives of your program and ensure that students can complete their program in a timely manner?

The History Department Chair meets with the Dean several times to work on the line sheets. This process is infused by data from prior semesters and aims to ensure maximum efficiency. As a result, the History Department has multiple classes at our cap of 50 or above.

The Department also schedules classes in a manner that supports students in completing a sequence of classes each semester, greatly shortening the time to completing the History GE requirements, transfer degrees, or AA in History. The Department has offered eight-week classes, first and second eight weeks, in several of our most in-demand classes, such as Hist 100 and Hist 101 or Hist 108 and Hist 109. We have also offered 12-week and 4-week sessions as late-start classes to help students who missed the start of the semester. In addition, we have expanded our online classes and augmented them with Hybrid (Blended) section. We also endeavor to space our face-to-face preps, giving students options for days and times. We have attempted to revive our evening courses as well. We have only succeeded with one evening 2nd 8 week U.S. History but we think it is important to offer working students who do not perform well in online classes the opportunity to take classes.

4.4 Identify and explain additional needed technological and equipment resources that could further enhance student learning in the spaces listed in 4.1.

All classrooms should have up-to-date computers, speakers, and projectors. All classrooms should provide the resources for faculty to record their live lectures should they wish to use them. Recording lectures to post to Canvas is important to some faculty who want their

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students to be able to review lectures and for students who missed something in class to have the ability to hear/see it in a recording. Microphones should be provided in all classrooms. Some students have hearing challenges; some faculty have projection challenges. Having microphones would help everyone.

4.5 Are faculty and staff support services meeting your program's needs? Consider the following support services: Information Technology, Business Services, Printing, Bookstore, Maintenance, CAPS (Campus & Parking Services), and any other support services important to your faculty and staff.

Most faculty, those who responded to our survey, engaged frequently with various support services, such as IT, the Bookstore, and Printing. The interaction with these departments highlights the importance of technology, resources, and administrative assistance in facilitating our work. The positive feedback regarding IT's helpfulness is particularly commendable, as it demonstrates their dedication to providing prompt and efficient support.

Furthermore, one faculty responder wanted to acknowledge the improved state of our campus. Maintaining an aesthetically pleasing and functional environment is crucial in creating a conducive learning and working atmosphere. We would like to extend our gratitude to the maintenance staff for their efforts in enhancing the campus and ensuring its overall appeal.

We had no reported interaction with CAPS. Additionally, it is worth noting that only one faculty member interacted with the Business department, and the interaction was positive. Although this indicates a limited engagement with this particular support service, it is encouraging to hear about positive experiences.

Lastly, we want to acknowledge the exceptional service provided by the Printing department. Their commitment to going above and beyond, even during busy periods, deserves our recognition and appreciation.

Finally, I want to address the concern raised by one adjunct faculty member regarding the scaled-back access to Microsoft Access. It is crucial for us to provide the necessary tools and resources to support our adjuncts teaching and research endeavors. It might be nice to have the IT department explore potential solutions and ensure that adjunct faculty members have access to the required software.

In an effort to ensure all faculty are aware of the support services available to them, we will create a module in Canvas with information about these services.

4.6 Are students trying to access your program impacted by the facility spaces listed in 4.1?

No

If you checked 'no', please explain how your department/program is actively managing its facility space needs to meet its educational objectives and provide student access to your program. Please provide some specific examples.

Everyone is impacted by the work going on in the 500 buildings, however, as we are not offering as many f2f classes right now, the impact is not severe and we have been able to find classrooms in other areas that serve our needs.

SECTION 5 – STUDENT EQUITY AND SUCCESS

5.1 What are the identifiable patterns with regards to overall trends in enrollments in your department? Explain what is causing these trends (e.g., campus conditions, department practices). Once you have identified and explained your enrollment patterns, then address what your department has done/is doing to address identified issues. Examples of any changes you made to manage enrollment are encouraged.

Like many other departments, we have experienced a decline in enrollment. It is essential to understand that this decline is influenced by a multitude of factors, including demographic shifts in East County, shifts in the employment market, and the ever-changing landscape due to the impact of Covid-19 and the subsequent post-Covid environment.

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Working in close collaboration with our former Dean, we have taken proactive steps to navigate these fluctuations effectively. We have done so by carefully managing our class offerings, ensuring that we operate at peak efficiency.

Furthermore, we have actively engaged with our student community by participating in student events and promoting our courses to related departments. To address low enrollment in specific classes, we have initiated communication with our Counseling department, ensuring that students are aware of the diverse range of courses we offer.

Maintaining a close connection with the EGSJ department has allowed us to share resources and expertise, further enriching our academic offerings. Additionally, we have been collaborating with Umoja and Puete to create a more inclusive and supportive learning environment, actively working towards increasing enrollment and retention rates.

Recognizing the changing preferences of our students, we have explored innovative approaches such as Hybrid classes, accommodating those with limited on-campus availability while maintaining the quality of education. We have also made adjustments to class durations, offering a range of options from 4 to 18 weeks, as well as late start 12-week and 14-week classes, ensuring that our courses cater to the diverse needs of our student body.

5.2 Examine your enrollment data, disaggregated by gender, age and ethnicity. For any of these student groups in your department with enrollment data at lower or higher proportions than college-wide numbers, describe what factors you think are causing these patterns

Based on the breakdown by **gender** per semester, it appears that more female students are enrolled in most semesters than male students. The percentage of female students ranges from 51.4% to 62.1%, while the percentage of male students ranges from 36.7% to 47.5%. In general, the percentage of female students is consistently higher than the percentage of male students. It's worth noting that enrollment by gender varies from semester to semester, but the data shows a trend in more females enrolling in College. Why this is happening is a great question that some argue is tied to more females in general being in the workforce and recognizing that their salary or upward mobility could be positively impacted by taking College classes. (<https://www.stlouisfed.org/on-the-economy/2022/mar/why-women-outnumber-men-college-enrollment>) While it is wonderful that so many females have entered higher education and are using that as a platform for better jobs and wages, it is concerning that so many men are opting not to attend college.

Based on **ethnicity**, we note relatively stable enrollment for Asian students with a dip to 32 in SU 2020 no doubt caused by Covid and the relative low number of History classes offered. Enrollment ranges, with Su 2020 disregarded, from a low of 99 2017 SU, 106 in 2018 SU to numbers in the 200s for FA and SP classes. It appears that Asian students do not take as many SU classes as other ethnic groups. Black, non-Hispanic students seem to follow that same trend, as numbers dip into the 30s during the SU. During FA and SP numbers 100-200 range with a dip to 80s for FA 2020, I assume due to COVID. Hispanic identifying students also enroll less in SU with numbers in the 200s, whereas we have 800-900 in most FA/SP except for FA 2020 when we dip to mid 100s due to Covid. M students (?) also enroll less in SU. FA and SP rates for M students has risen from 59 to 155. I do not know how to account for M students. Pacific Islanders also do not tend to enroll in Summer with rates of 1-2. Numbers in the FA/SP are low, ranging from 6 in FA 2020 (Covid) to a high of 17 in SP 2019. Two of more, repeating trend of lower numbers in SU. Enrollment from high 100s to low 200s, with the dip in Covid FA 2020. White students range from a high of 1220 in SP 17 to our Covid low of 598 FA 2020, and like the rest do not enroll as much in SU. In the SU we offer far fewer classes, and less diverse offerings. Judging by all ethnic/racial groups taking less SU, I'd be inclined to assert that students prefer to take regular semester classes. Covid effected FA 2020 for all students. Our primary student population in History is White and Hispanic students. Following the trend of the College, enrollment declined overall due to those factors impacting the College as a whole.

When examining enrollment numbers based on age, it's evident that individuals in the 50+ age demographic do not enroll in significant numbers, comprising only 1.8% of our students in spring 2018, rising to a high of

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2.4% in spring 2020, and remaining in the 1-2% range until spring 2021. After that point, we observed an increase in this percentage, ranging from 2.6% to 3.7% in summer 2022 and beyond. I share your enthusiasm for seeing this percentage grow, and I've previously suggested offering more adult-oriented classes in the afternoons and evenings, focusing on participatory subjects like painting, ceramics, design, as well as History lecture series or history reading clubs. Unfortunately, I was informed that such initiatives were not feasible, which is regrettable because these opportunities might encourage more individuals to enroll.

The majority of our students typically fall into the 20-24 age range, with those aged 19 and below being the next most common demographic. As is consistent with the ethnic breakdowns, summer enrollments tend to be smaller. After spring 2020, enrollments declined from the 900-1000 level to the 400-800 level and have yet to return to their pre-Covid levels. Interestingly, students identifying as 19 or below have shown the most resilience in their enrollments, with spring 2021 being a particularly strong semester at 814, albeit followed by slight dips into the 700s and now at 671 in fall 2022. Meanwhile, the 20-24 age group post-Covid numbers ranged from 649 in spring 2021 to a dip of 446 in fall 2021, followed by a rise to 640 in spring 2022, then a dip to 425 for fall 2022.

One intriguing aspect of this data is that it challenges the conventional wisdom that spring enrollments are typically smaller than fall enrollments. In the case of History, this does not hold true for age demographics.

To make sense of these fluctuations, I believe it's essential to consider the broader context. Our world has entered a period of great uncertainty, marked by the aftermath of the Covid-19 pandemic, economic and employment challenges, political issues, climate-related concerns, and the potential impact of psychological factors on people of all ages, as well as all ethnicities and races, as we will explore in the following data. These variables contribute to the complex enrollment patterns we observe.

When examining our enrollment figures for ethnicities and races, it's evident that we have relatively low numbers of American Indian/Alaskan students and Pacific Islander students in our History courses. For Pacific Islander students, enrollment numbers have ranged from as low as 2 in the summer of 2018 to a peak of 17 in the spring of 2019, with an average of 3 to the mid-teens in other semesters. These figures align with the lower representation of Pacific Islanders across Grossmont Campus as a whole.

In the case of American Indian/Alaskan students, enrollment numbers have shown some variation, with a high of 11 in the fall of 2018 and, at times, dropping to as low as 0 in the summer of 2020. Generally, we've observed numbers ranging from 1 to 9, which is consistent with our expectations. It's worth noting that our outreach efforts to local tribes have declined with the retirement of Tom Gamboa, and Cuyamaca College, being closer to some tribal lands, may have higher enrollment numbers in this regard.

Asian enrollment numbers have remained relatively consistent, typically in the 200s, except during summers when it can dip into the range of 10-30%. It's important to recognize that enrollment tends to dip across all ethnicities during the summer, likely due to factors such as work commitments, family obligations, travel, the desire for rest, and a preference for longer class periods.

Looking at Black non-Hispanic enrollments, we observed enrollment numbers ranging from 140 to 203 between fall 2018 and spring 2020, with similar summer dips. However, in fall 2020, enrollment dipped to 89, followed by a rise to 116 in spring 2021, then a dip to 91 in fall 2021, and a subsequent rise to 110 in spring 2022, reaching a low of 84 in fall 2022. These fluctuations can be attributed to the post-Covid period's uncertainty, economic challenges, and changes in employment status.

Hispanic enrollment numbers have followed a similar trend of summer dips, followed by healthy enrollments in the 800-900 range from spring 2018 to spring 2020. However, we observed a drop to the mid-500s in fall 2020, followed by an increase to around 600 in spring 2021, a dip back to the mid-500s in fall 2021, a rise to the 600s in spring 2022, and a notable dip to 497 in fall 2022, again reflecting the impact of post-Covid uncertainties and economic shifts.

In the case of "M" enrollment, it's important to clarify that it typically refers to multi-racial, not Middle Eastern. These numbers have ranged from 82 in spring 2018 to 155 in spring 2020, with fluctuations between 59 in fall 2018 and 80 in spring 2019. Since fall 2020, enrollment has varied between 189 and 234. This category encompasses various ethnic and racial identities, making it challenging to draw precise conclusions. It's possible that more individuals are now comfortable recognizing and stating their multiple ethnic and racial identities.

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Enrollment in the "Two or more" category has remained relatively stable, ranging from 193 in spring 2018 to the low 200s for two years. However, there was a dip to 183 in spring 2020, followed by a decline to 133 in fall 2020, a rise to 142, a dip to 118 in fall 2021, an increase to 149 in spring 2022, and a significant dip to 105 in fall 2022. We will be closely monitoring the data for 2023-2024 to better understand these fluctuations.

Finally, White student enrollment has consistently been the highest percentage for our History department. Enrollment figures show 1,100 in spring 2018, with numbers ranging from the high 900s to 1,085. There was a substantial dip to 598 in fall 2020, followed by a modest increase to 641 in spring 2021. Since then, enrollment has fluctuated between 424 and 564, with the lowest point recorded in fall 2022. I think these numbers reflect the same factors that are impacting other ethnicities.

5.3 Discuss trends in student success and retention overall in your department and explain these trends (e.g., campus conditions, department practices). Has your department explored the ways that its policies and practices (e.g., scheduling, late adds, grading, office hours, etc.) might inadvertently serve as a barrier to student equity?

The History department works closely with the Dean of ESBS to develop schedules with student retention and success in mind. To help students complete their needed history credits in a timely manner that streamlines success, we offer 8-week sections of history classes that are a sequence, such as Hist 100 Early World first 8 weeks and History 101 in the second 8 week. We also offer 2nd 8-week courses to help students who didn't succeed in the first 8 weeks or had to withdraw can pick back up and succeed. We also have offered late start classes of 12 and 14 weeks for students who could not begin on the official start date or needed a shorter class due to work or family obligations. We have also experimented with 4-week classes, which students seem to want (Intercession is popular). We also have experimented with bringing back evening classes. Our 2nd 8 week evening classes are experiencing healthy enrollment. If the College allowed classes the time to fill by not canceling a month or more before, the other evening sections might also have enrolled. Outside consultants have convinced some that 80% efficiency is required, which has led to a hyper-focus on cutting individual classes instead of looking at the Department as a whole or engaging in a holistic look at the College, which would show that some Departments with low-class caps are favored in such a system, whereas others with high caps lose out and go unrewarded for going even beyond the cap. Not only is it not equitably for departments, but larger class sizes in history classes are also an equity issue for faculty and students.

5.4 Examine the success and retention data disaggregated by gender, age, and ethnicity. For any groups that have success rates in your department at lower or higher than college-wide describe what factors you think cause those patterns. Provide examples of any changes you made to improve student success/retention, especially for groups that have equity gaps.

Success and retention by age:

The data shows, in general, the retention rates for each term are high, ranging from 82.1% to 90.9%, except for the withdrawal rate in the 2018SP term, which was 17.8%.

The success rates for each term and age group are relatively consistent, ranging from 59.4% to 73.0%. The age group with the highest success rates for each term is consistently the 19 or less age group, except in the 2018SP term, where the 30-49 age group had the highest success rate. The withdrawal rates for each term and age group are relatively consistent, ranging from 9.1% to 28.9%. The age group with the highest withdrawal rates for each term is consistently 50+. The no-success rates for each term and age group are relatively consistent, ranging from 4.2% to 21.7%. The age group with the highest no success rates varies between age groups and terms.

The data does not provide insight into the reasons for withdrawal, no success, or the demographic characteristics of the students in each age group. It is possible that more middle-aged students withdraw because they need to care for grandchildren as adult children are more fully employed, for personal health reasons or to care for aging parents. Older students may also be less comfortable with the use of technology in modern classrooms. Outreach to the College local community, via open houses and tours, might bring more adults to campus and make them feel more comfortable. Perhaps offering evening courses in non-credit classes on topics of interest to the community could help. Older students may want to take classes, but not

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earn grades or write papers. Enrichment classes, classes oriented around topics chosen by the community, and classes tied to history tours could attract people.

Success and retention by gender:

Based on the data, the retention rates for each term were 85.7% for 2016FA, 83.9% for 2017SP, 88.8% for 2017SU, 84.5% for 2017FA, 85.0% for 2018SP, 85.2% for 2018FA, 84.6% for 2019SP, and 85.6% for 2019FA. For the Covid semesters, we ranged from 87% for men and 88% for females in 2020Sp, 2020Fall 87.2% males, 88% females, 2022 Spring 86.9% and 84% for females, and finally, 2022Fall 84% for men, 86% for women. The retention rate measures the percentage of students who either completed the term or continued into the next term. The data suggests that retention rates were relatively consistent across terms and gender. Generally, females had slightly higher success rates than males across all terms, but the differences were not large enough to draw strong conclusions. Withdrawal rates were generally low and consistent across terms and gender. It's important to note that the provided data only covers a limited period, and additional data over time may reveal more meaningful trends.

Success and ethnicity by ethnicity/race:

Retention rates are generally high across all terms and ethnic groups. Overall, retention rates are consistently above 80% in all terms and for all ethnic groups. That is heartening, but success rates are a different story. Success rates vary significantly across different ethnic groups and terms. In general, White non-Hispanic and Asian students tend to have higher success rates than other ethnic groups. Withdrawal rates are generally low but again vary across different ethnic groups and terms. In general, withdrawal rates are highest among Black non-Hispanic and Hispanic students. Overall, it is clear that there are significant differences in success rates and withdrawal rates across different ethnic groups, while retention rates are consistently high.

5.5 How does your department use student engagement strategies in the classroom? Describe specific examples (see example-resource document) aimed at encouraging students to become actively engaged in the learning process in their classes.

Due to Covid, faculty and students engaged online for a few years of this review. Some faculty help synchronous meetings with breakout rooms in Zoom. Now that we have returned to the classroom, engaging students in the classroom is a continuous challenge. Students became used to online learning, blank screens in Zoom, and maximum flexibility. We, as a department, strove for interactive online classes, whether synchronous or asynchronous. Now we have returned some of our classes to the on-campus format, we want to avoid falling back on teachers lecturing while students are passive and taking notes, afterward regurgitating information on tests. We strive to embody active learning principles to make history active, relevant, and useful for students. To achieve this, instructors use dynamic PowerPoint presentations, encourage class discussions that explore how the past illuminates the present, and assign group work and individual projects that allow students to explore topics that interest them personally. For instance, many faculty now use PowerPoint videos for online classes, including video clips to pique students' interest. Instructors like Carlos Contreras uses art and music to connect sight, sound, and lyrics to the material. Angela Feres has been engaging students with sharing music as an ice breaker that then is curated and becomes the playlist of the semester. Marty Ennis held a zoom lecture on the history of Ukraine and the ongoing war crisis in the region that was open to faculty, staff, and students. Well attended, it allowed students to connect history to modern events.

We also have innovative online learning environments, continuously improving online pedagogy and success rates. Our faculty are trained in online best practices for student engagement. Breakout rooms, Padlet, the Grossmont Library film and documentary resources, blogs, wikis, and group projects all serve to engage students. In addition, History is fortunate in that the internet holds vast primary and secondary source materials, from historical sites to photos of

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historical material culture and original film footage that can be used in the classroom or via projects to stimulate student engagement.

5.6 Explain how the program incorporates opportunities for student engagement outside of class time and/or in collaboration with other departments (e.g. interdisciplinary course offerings, learning communities, internships, research projects, service learning, or participation in community events, tournaments, competitions, and fairs) to enhance student learning.

Outside of the classroom, instructors are encouraged to engage students with the Grossmont College community. Marty Ennis has also continued to offer his community and student outreach through the History Lecture and Film Series, presenting what has become an important annual presentation on local history. Engaging students in local history, facilitating their understanding of local issues and fostering curiosity and social activism

5.7 If state or federal licensing/registration examinations govern the program, please provide data and comment on student success trends.

n/a

5.8 If your program offers a degree or certificate in the college catalog, explain the trends regarding the number of students who earn these degrees and/or certificates, including any changes that you have made to increase awards. Refer to "Degrees and Certificates" data.

Looking at the numbers for a major in History, sadly, we are not swimming in History majors but that is consistent with overall numbers. Our height as far as majors are concerned was back in 2013-14 when the District had five majors, 3 of which were at Grossmont. Our low was in 2016, when we had one solitary declared major. 2017-2022 as a District, we had three, with one at Grossmont in 2017. Transfer for transfer, however, reveals different numbers. There were 38 transfer degrees in 2016-2017, 32 in 2017-2018, 2018-2019 38, and 2019-2020 40 students. We are attempting to attract more interest by attending WOW, Open Houses, purchasing brochures that show what careers a degree in History opens up, and participating in dual enrollment to attract High School students

5.9 If you have any information on what students in your department go on to achieve after they leave Grossmont, please share that with us. For example, are students offered employment, do they successfully transfer to a 4-year institution? What careers do they pursue? What are starting salaries in that field? Do you know if they gain employment in their field of study? What impact did Grossmont have on their lives?

The College does not have an effective way of tracking students after they leave Grossmont College. Some leave Grossmont with an AA and never pursue a high degree or do so later in life. Others transfer to any number of colleges in California or out of state. We do have an AA Transfer Degree. Data about the AA for Transfer informs us that between 32-40 students have received this degree and moved on to a CSU.

Anecdotally, we know from student introductions that many plan to transfer to SDSU, UCSD, or Point Loma after leaving and some are actually already SDSU and Point Loma students satisfying GE at Grossmont. Faculty have individual connections with our students who have kept in touch with them. Those communications confirm that many successfully transfer to SDSU where they graduate with teaching credentials, Business, Psychology, or History degrees. A few who have kept in contact, have gone on to complete graduate degrees, while others have entered the workforce as police officers, pharmacy techs, park service workers, and teachers. It is logically impossible to track students. It would be helpful to develop greater ties through alumni resources. The Foundation does some work in this area.

SECTION 6 - STUDENT SUPPORT SERVICES

6.1 In what ways does your program inform students about student support services?

All faculty are encouraged to inform students of student support services on their syllabi and in Canvas. All faculty are also encouraged to inform students often in face-to-face meetings of the

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services available to them. Faculty are encouraged to reach out to students when they become aware of student difficulties to provide information about resources available to them.

6.2 Which student support services do your faculty promote and why? How do you and your faculty engage with student support services? Do you highlight the ability to access student support services directly from Canvas?

Our faculty promote all available student support services. Those areas that have become more frequent have been financial support services, counseling, the Accessibility Resource Center, the Library, and our health resources. Health (physical and mental health services) are extremely important in the post-Covid pandemic context. Faculty use Canvas sandboxes to inform students about Student Support Services. As we evaluate faculty, we make sure to recommend that Canvas be used to provide students with information on Student Support Services whether or not a class is Online or on-campus. We also inform students that the ? on the main Canvas toolbar provides links to Canvas help and student services.

6.3 How are part-time faculty informed about student support services? Do they include student support services in their course syllabi and make students aware of the Canvas button?

All adjunct faculty are informed about student support services on campus during the hiring process and by the Chair during Department meetings. As well, during the evaluation process it is recommended that student support services be included on the syllabi, on Canvas, and that students are informed of how to find student support resources using the Canvas tool

6.4 To determine which services students are informed about and accessed by the students in your program/department please employ the survey emailed to you by the APR chair(s) one semester prior to writing.

The survey results indicate that students report being most often made aware of the Library. 23.81% of the students who took the survey stated that they were made aware of Library services, followed by 21.43% selecting Tutoring as a service about which they were informed. Counseling and ARC were tied at 16.67%, with Success Coaches (11%) and Student Health Center (9.5%) rounding out the percentages.

Of these services, 50% of students accessed counseling during their classes. Thirty percent of students reported they used the ARC. Ten percent of students used the Student Health Center, and the same percentage used Success Coaches. No students took advantage of Tutoring or the Library. Of these students, 66.67% knew about the services before the class, while 33.33% reported that they did not know about the services they accessed before their history class. Students did not respond to question nine, which asked about where else they might have learned about student services not in their history class.

6.5 Analyze the results from your student surveys. What services are most and least utilized? In what ways can you promote more engagement in the support services offered? How might more use of student support services improve student success and engagement?

From the survey results, students most frequently use Counseling and the ARC. =The results make perfect sense, as counseling helps students develop their College plans and offer essential advice on classes before and at the start of the semester. As many students are using the ARC, and must register to access their accommodations, it is also not surprising that they frequently use the Center. It is troubling that students did not use the Library. However, given that the Library had limited hours and days Fall 22/Sp 23, that is undoubtedly part of the issue. It would be interesting to have two Library questions, one about using Online Library-associated resources and one about using the Library on campus. As I know, a few History courses require students to watch documentaries or films using Kanopy through the Library, our students did use the Library but did not know it.

To encourage students to use the Library, we could invite them to attend Library workshops now that the Library is open more often or attend Library events. The History department did help decorate the large display case in the Library to attract students to the resource. We can discuss the Library tool in Canvas could more

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often in face-to-face and online classes. We could also require research that students complete using the Library at Grossmont. However, with online research and online courses, that will only sometimes increase the use of the Grossmont Library.

For Success Coaches, faculty could refer to them and their usefulness more often in classes, embedding information in syllabi and on campus in the areas in which they highlight Tutoring, the ARC, and Counseling. We would also like to see students taking advantage of the tutoring center more often, which we can help support by reminding students before and after quizzes and tests.

While we do inform students about the Student Health Center, discussing it a few times a semester, in addition to having it on the syllabus and in our Canvas containers, could help students. We could note their resources around stressful times and concerning flu and cold season.

SECTION 7 – ON-CAMPUS/OFF-CAMPUS INVOLVEMENT

7.1 Please download the grid provided to the right, complete the form and upload here. Include faculty and staff involvement on and off-campus.

[Section 7 grid.docx](#)

7.2 Please provide an overall reflection on your department's activity displayed in your table and highlight the activities your department thinks contribute most to our college's Strategic Plan.

The History Department at our institution is undoubtedly a highly active and engaged department. Our dedicated faculty members are consistently involved in a wide range of activities that not only contribute to their professional development but also promote the field of history within the community.

One notable aspect of our faculty's involvement is their active participation in various venues, such as Wondercon, Comicon, museums, and the American Historical Association. By presenting at these events, they not only share their expertise with a wider audience but also serve as ambassadors for our department. These engagements not only showcase their passion for history but also foster connections between academia and the community.

It is worth noting that many of these community-serving events also contribute to faculty members' professional development and campus service. The faculty actively promote the study of history at these events, effectively blending their roles as educators and advocates. In addition, they engage in professional activities that continuously enhance their skills, expand their knowledge base, and develop new proficiencies. While it was challenging not to double or triple count these activities, it is clear that our faculty members are deeply committed to their own growth as scholars and educators.

Furthermore, our department remains highly active in campus service. Faculty members consistently deliver informative lectures, participate in Community of Practice Work, contribute to online peer review training, and dedicate their efforts to initiatives such as Guided Pathways. They actively serve on equity committees, including the EE Committee and JEDI committees, where they contribute their expertise to create a more inclusive and equitable academic environment. Additionally, they attend Senate meetings, actively engage in Enrollment Strategies work, and offer valuable Lecture and Film series, as well as Presidential Leadership lectures.

To further enhance their professional development, our faculty members have gone above and beyond the required professional development hours. They have engaged in specialized training sessions, such as POCR training, National Endowment for the Humanities seminars, and workshops focused on diversity, equity, and inclusion (DEI). These initiatives reflect our faculty's commitment to fostering an inclusive and equitable learning environment.

Moreover, our faculty members have actively sought out workshops on DEI and Hyflex models, as well as training sessions on best practices for Hybrid classes. These endeavors demonstrate their dedication to staying at the forefront of pedagogical advancements and ensuring the most effective and engaging learning experiences for our students.

Our faculty members are passionate educators and scholars who extend their expertise beyond the classroom, contribute to campus service, and seek opportunities for growth and improvement. Their efforts

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not only benefit themselves but also enhance the overall quality of education and the reputation of our department.

SECTION 8 – FISCAL & HUMAN RESOURCES

Fiscal Resources

8.1 Describe any patterns in enrollment; maximum enrollment and % fill in the program since the last program review. What are typical section maximum sizes (capacity) for your courses and what dictates those caps? Have you changed the number of sections offered and/or section sizes in response to changes in demand? If so, what effect has it had?

History classes are capped at 50. Many sections, particularly in Online Early and Modern World, Online Early Western Civ, Online Military History, and Online Comparative History of the Modern Americas, go over the cap, reaching levels of 59 or 64. The Chair of History has reached out to the Union and joined with other Chairs to present a “Thrive at 35” proposal to cap History classes at 35. While we do want to be highly efficient and flexible in accepting students, 50+ is not equitable for our students. We have many first-time College students, students learning English as a second language, and students who are refugees or are of refugee descent. These students deserve our attention, support, and guidance. Classes with 50+ students cannot provide that as well as classes at 35 can. History classes require reading primary and secondary texts every week, learning thesis statements, critical thinking skills to analyze texts and artifacts (visual and material), and demonstrating competency via essays, papers, group presentations, and other assessments. All of these assessments require thoughtful feedback, which in classes of such large sizes becomes a workload issue.

We now offer far fewer but larger sections than we have in the past. We have high efficiency particularly if one looks at our large 50+ classes. Despite our high efficiency and willingness to take more and more students in each section, we have been downsized. It would be better for our students, particularly our at-risk students and those showing lower retention and success rates if we had more classes with fewer students in each section. A corporate business model does not serve the needs of community college students. Some of our lower success rates are due to the drive for maximum efficiency works against DEI efforts. Overall Department efficiency is more important than course-level efficiency. We must also protect our evening endeavors, which were prompted but then cut, and our “specialty” classes, such as the History of Mexico, AAPI History, Middle East History, and Comparative History of the Early Americas.

8.2 Describe and explain any patterns in Earned WSCH, FTEF and Earned WSCH/FTEF since the last program review. Please explain changes in FTEF due to changes in faculty staffing levels. For courses/sections with low Earned WSCH/FTEF explain their importance in the program and measures the department/program has taken/plans to take to improve efficiency and/or balance low and high efficiency offerings and/or maximize course % fill.

Looking at data from SP2018, Earned WSCH was 7818.75. FA 2018 the number declined to 7168.40 but rebounded to 8535.77 SP2029. FA2019 History dipped to 7971, still above SP2018, but SP2020 saw History move to 7782. FA202 History had 4935, the lowest WSCH, but already by SP2021 was up to 5259, only to dip in 2021Fa to 4197, then rise to 5106 in SP2022. It is nearly impossible to define exactly what this means yet. The economy is precarious, Covid impacts are lingering, and people speak of “post-pandemic,” but we are not yet there. We are still as a country dealing with the effects of the pandemic to all sorts of sectors, not to mention the human psyche. and there seems to be some strange emphasis on returning to normal. That is backward-looking, limiting, and serves no one. The strategic goal of innovation means we use the past to move forward, not that we become mired in it. What do students want? Flexibility in the number

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and format of classes. They want some face-to-face for specific classes involving science, math, and language and online classes for the social sciences without labs. Online and Hybrid classes, combined with flexible online schedules for the faculty who teach them and the staff that support them, should not be limited to a % of the load. Let the talented, certified, engaging faculty and their students drive that decision.

Total discipline FTEF Sp2018 was 12.6. Fal2018 11.6, then 14 in Sp2019. FA2019 was 13.4, SP2020 12.6, FA2020 was 7.2, SP2021 was 7.4, FA 2021 was 6.6, and SP 22 was 8.4. The full-time equivalent faculty load has declined since SP2018. Due to a decline in enrollment and compression of remaining enrollment into larger sections, and fewer classes, History has lost many adjunct faculty. As well, since 2018, Sue gonad and Thomas Bell, full-time faculty, retired. It is unhealthy for our Department to have so few adjuncts or fewer full-time faculty. It decreases flexibility and limits the diversity of methods and theories taught and the overall diversity of faculty.

At the census, History classes ranged from a low fill rate of 76.87 in SP2019 to a high of 92.11 in SP2021, 2021FA88.12, and SP2022 was 76.29. While in corporate assembly line terms, higher efficiency and lower employee numbers are the stuff of corporate CEO dreams, high efficiency and low employee ratios in education equate to large class sizes with a lower chance of soft touch, just-in-time intervention, and student support. The drive to high and higher efficiency on the one hand, and the importance of diversity, equity, and inclusion on the other, cannot be balanced. History does what is required, but it is a workload, DEI issue, to maximize efficiency on the backs of faculty while requiring them also to increase success and retention. Balance is missing. Part of the District Educational Master Plan states that one of the five areas of focus of the District is "value and support of employees." (2012) The strategic focus has been lost as the District has an unbalanced focus on efficiency. In the end, attempting to employ best practices for equity, diversity, and inclusion, remove barriers, increase retention, increase success, help with guided pathways, help with transfer, market and promote, conduct outreach, connect with the external and internal community, be innovative, become technologically advanced, and strive for excellence becomes an impossible task for faculty.

History does assert the need to keep low-efficiency classes in the name of access, diversity, and equity. Some of our lowest enrolling classes are classes that the College must if it means to support DEI, keep. History of Mexico, Early Comparative Americas, History of the Middle East, History of East Asia, and AAPI classes, for example do not attract 50+ students. While they are numerically inefficient, they are invaluable. Our Latino/a/x, Middle Eastern, and Asian students must see their history represented, see themselves in the history if they are to feel a part of the academic world, learn the powerful history of their ancestors, understand the people and events that have shaped their lives, and make informed decisions. When History agrees to accept 50+ students in one class, it should count towards supporting the existence of these lower-enrolled classes. For example, one History 100 with 55 students, in a College insisting upon 80% efficiency, should be able to support a Hist 114 with only 15 students. The extra students allowed in the Hist 100, should balance the Hist 114 in the name of equity, diversity, inclusion, streamlining student graduation, and removing barriers.

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8.3 For money that you get from the college and/or from Perkins funds as part of your budget, is this amount adequate? What is this money used for to operate your department? If it is not adequate, please explain how additional funds would be used to improve student learning and success.

While it is adequate for printer cartridges and miscellaneous supplies, a travel budget needs to be put into place to fund our faculty. We also need money to fund memberships in organizations and or publications so our historians stay current and have opportunities for professional growth.

8. 4 If your program has received any financial support or subsidy outside of the college budget process (grants, awards, donations), explain where these funds are from, how they are used, and any other relevant information such as whether they are on-going or one-time.

N/A

Human Resources

8.5 How are you ensuring that part-time faculty are included in fulfilling the college's strategic plan and goals? How do they contribute to department level goals and objectives?

All adjunct faculty are included in every meeting the department calls. They are encouraged to present at department meetings to share their expertise. Any proposals for new courses, changes to assessment patterns, or changes to our scheduling are all announced to the entire department. All faculty are included in our Department Canvas sandbox and are encouraged to share events, prompts, and other resources. Adjuncts are supported in developing and promoting special events, for example the Film and Lecture presentation and preceding lecture on *Wakanda Forever* given by Mary Stout for Women's History Month. Joe Radzikowski gives annual lectures for his Presidential Leadership in Crisis Lecture series, which the Department is happy to support. Adjunct faculty are a crucial part of the History team. Without their energy, expertise, and flexibility, we could not continue to serve students, the College, or the community,

8.6 How do you onboard new faculty (both full- and part-time)? For example, part-time faculty handbook sample syllabi, official course outline, assessment strategies, culturally responsive teaching methods, faculty resources and student resources.

New faculty meet with the Dean and his Coordinator who provides them with an overview of how classes are assigned, evaluations are conducted, and where to get keys, parking permits, access to technology, and who to go to for human resources and benefits. The Chair provides new faculty with syllabi samples, Student Learning Outcomes and the template and rubric, course outlines, and required and suggested language for syllabi. All faculty attend Department meetings where we discuss engagement, syllabi, best practices, and assessments.

8.7 What faculty and/or staffing changes do you anticipate in the next cycle considering retirements?

One full-time faculty member has expressed the desire to retire in December of 2023. Another will retire in Spring 2028. That will leave one faculty who will be at 30 years but has given no indication of retiring, one at 21 years, and our newest hire of Fall 2023. The real and present need to hire one more full-time faculty member within the next six years to keep the department at its current level. Ideally, we would look for two more hires, but given fiscal concerns and uncertainty in enrollment, one seems the most reasonable.

8.8 What plans do you have to submit for tenure track faculty via the Staffing Committee or the Annual Unit Plan?

We will submit for a new full-time faculty hire in 2025. We will not submit in 2023 as we just received our first full-time hire, who will start in fall 2023. 2024 seems too soon to ask again, given the needs of other departments, fiscal and enrollment concerns, and working to mentor the new

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hire through their first year. 2025 would be a reasonable year in which to ask for another hire and allow us the time to help mentor another new faculty member.

8.9 Download the table to the right, fill it in, and upload here. Please list non-faculty positions that are responsible to your program (by title rather than by individual name). This list should include classified staff as well as work study and student workers. Indicate the FTE/hours and where funding comes from for these positions. Add or delete rows to the table as needed.

[8.9 Non Faculty Position Chart.docx](#)

8.10 Briefly describe the duties for each position. Include a discussion of any changes in terms of non-faculty staffing and describe the impact on basic department function and/or the success of students in the program. Are current staffing levels adequate in non-faculty positions? If not, do you plan to submit a request to the staffing committee?

The only non-faculty positions responsible to the History Department are Teaching Assistants. These TAs are student workers. The hours vary depending on the hours any faculty may earn due to enrollment. TAs may not work more than 20 hours a week or on holidays.

Teaching Assistants help faculty with numerous duties. They may not teach or advise students on graduation requirements. They may use a faculty-provided rubric to grade, leave comments, offer study groups or individual tutoring, do filing, and make copies. TAs provide the necessary support for faculty teaching large classes. With caps of 50 on classes, to provide timely and efficient feedback, grades, and support, faculty find TAs an important part of workload management and classroom support.

8.11 How many of your faculty are receiving reassigned time? What projects are they involved in? In what ways does this impact your program?

One faculty member is receiving reassigned time. Angela Feres is on reassigned time to serve as Chair of the Department. This is not negatively impacting the department. If anything, it allows more adjuncts to teach classes in a time of lower enrollment. Angela is attending Academic Senate, Chairs and Coordinators, and Division Chairs and Coordinators. She is also co-chairing the History Hiring committee and serving as EEO representative on a hiring committee. She serves on the Enrollment Strategies Committee, the Equity in Employment taskforce, and the JEDI Committee. She assigns SLOs, gathers and inputs the data, and does Annual Program Review. She has been working on promoting the Department by staffing tables at the Week of Wow with Carlos Contreras and at the Grossmont Open House in March.

SECTION 9 – SUMMARY AND RECOMMENDATIONS

9.1 Summarize program strengths in terms of the current Strategic Plan (2022-2028).

The History Department is devoted to educational excellence. Our department is comprised of faculty, adjunct and full-time, who are dedicated to educational excellence. Faculty have attended workshops, presentations, and training in best practices related to retention, success, and diversity, equity, and inclusion efforts. Faculty participate in conferences and take classes for ongoing professional development whenever possible.

History

The History department is invested in completion culture. The Department has adopted scheduling methods designed to meet the needs of students. We are invested in offering a variety of start times for students, including late start, first and second 8 weeks, and four-week sessions. We have developed hybrid classes. We offer face-to-face and online classes for students. We also offer summer and intercession classes to help students complete their degrees on time. We have also worked to develop OER and Zero or low-cost texts to remove barriers due to cost for students.

The History Department is innovative. It has developed new courses to address the needs of underrepresented students. We developed classes that are cross-listed with EGSJ Department, such as U.S. Hist: Race and Ethnicity and U.S. History: AAPI Perspectives I and II. We continue to offer several other cross-listed classes in addition to these to provide a broad and inclusive, diverse curriculum to students. All faculty except one are fully DE certified in Canvas and are embracing DE best practices for accessibility and engagement, with many having developed cc lecture videos and podcasts for students. The department has collaborated with Puente and Umoja in these cross-listed sections. We have also run linked classes through Project Success.

History engages in collaborations across the College. This is noted in our cross-listed classes and Links, work with Puente and Umoja, and engagement at Week of Wow tables, Open Houses, and in offering presentations for Black History Month and Women's History month through our History, Lecture, and Film series. The Chair is engaged in the GIAT initiative to develop a calendar of events, strategic interventions, and promotion opportunities to increase engagement, retention, and success.

The History Department offers Dual Enrollment classes. We are offering History 155, Hist 137, Hist 180, and Hist 181 at helix High School. We are working with Grossmont High School Union to offer History 101 at El Cajon Valley High School. Marty Ennis has developed strong community connections through his annual remembrances of the disastrous accident of PSA 182 in North Park. He has helped the community develop a memorial and has brought emergency personnel and neighbors to Grossmont to share their experiences.

9.2 Summarize opportunities to improve in terms of the current Strategic Plan (2022-2028).

Given the heavy focus of the Strategic Plan on retention and success, enrollments, and units completed fall to spring, with completion of transfer courses in the first semester and earned degrees, we will continue to do our part with limited resources and workloads as far as marketing, promotion, and student issues related to their own mental health workload, and economic needs. The College needs to invest more in Heath and Counseling, Outreach, and Marketing to augment faculty work in these areas. Departments need ongoing support in their efforts to reach out to the community, promote classes, develop brochures and fliers, and help at-risk students.

The History department also has room to improve in retention and success efforts. We will be working with EGSJ Department to strategize about moving the success rates on some cross-listed courses. We will also discuss best practices for our own classes concerning retention and success for all students, particularly those traditionally at risk. We will also invite Workforce Development to our Department meeting to discuss career pathways for history students and possible history-related internships in the community.

9.3 Describe any concerns that may affect the program before the next review cycle such as addition of new programs, external changes, funding issues etc.

While History is gaining one new faculty member, more retirements will be looming or even in process by the next Program review. We will have one faculty with six years, the rest well over 20+. We will need to be

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sure to hire at least one more full-time faculty member or we will lose momentum, energy, and currency. We will need to hire more faculty while we still have a hope of broad and deep mentorship and helping to preserve a sense of the history of Grossmont, a history already unknown to too many or going unrecognized.

9.4 Make a rank ordered list of program goals for the next six-year cycle based on the current Strategic Plan (2022-2028).

- 1. Work with Senate and Union to lower class caps to 35**
- 2. Develop ways to improve retention for BIPOC community and foster youth**
- 3. Develop ways to increase the success for rates for BIPOC community and foster students.**
- 4. Hire a new full-time faculty member to help with retention, success, collaboration, and innovation.**
- 5. Develop closer ties with Workforce Development and find other ways to help students understand the relevance and importance of history and the employment possibilities open to history majors.**
- 6. Develop new curriculum**
- 7. Expand ties with Puente, Umoja, FYE**
- 8. Expand work with other Departments in ESBS Division**



**GROSSMONT
COLLEGE**

Answers to Six Year Program Review Committee Questions

History

Answers to Committee Questions

Answer: Section 1 - Overview

Section 1 - Overview

I am thrilled to introduce our newest addition to the history department, Javier Giinzalez-Meeks, who joined us just days before the start of the semester. Javier has not only demonstrated remarkable resilience but has also embraced our department, students, and College with great enthusiasm.

As the Chair of the History Department, it is my pleasure to share some highlights of Javier's contributions and potential to our Department and College.

1. **Exceptional Attitude and Adaptability:** Despite the unconventional circumstances surrounding Javier's arrival, they have displayed an admirable level of flexibility and professionalism. We appreciate their understanding and patience as they integrated into our department.
2. **A Well-rounded Generalist:** Javier possesses a diverse range of historical knowledge, aligning perfectly with our department's vision of having a generalist. Their expertise will enrich our academic environment and provide students with a broader perspective on historical studies.
3. **Collaborative Spirit:** Javier recognizes the importance of teamwork within our department. We have already taken the initiative to seek a fellow colleague to navigate the tenure process with him as we know the importance of mentors but also peer collaborators. This collaborative approach reflects their commitment to our long-term success.
4. **Student Engagement:** In a remarkably short period, Javier has made significant strides in engaging our students. They've founded a student club, organized a Zoom meet and greet for transfer students with our peers at UCSD and CSU, and prepared an impressive presentation for Latinx Heritage Month. These initiatives not only bolster our department's visibility but also create meaningful opportunities for our students to connect with history.

We are genuinely excited to have Javier on board and look forward to witnessing their continued contributions to our department. Their dedication and creativity are already enhancing our academic community.

1.2. Comparing Online versus face-to-face classes across semesters (Fall 2018-Fa22) and omitting Summer as summer is always 100% Online, the following data emerged: to get the overall success rates for online history classes to face-to-face history classes, we can calculate the average success rates for each mode of instruction across all available data.

- For face-to-face classes, the average success rate is 75.425%.
- For online classes, the average success rate is 71.4375%.

Answer: Section 2 - Curriculum Development and Academic Standards

2.1. ESL is recommending History 108 and 109 to ESL students. We are not linked or cross-listed. As all GE students must take history classes, these were chosen by ESL as ones that transfer and satisfy GE requirements.

2.2. It always concerns me when History classes are perceived negatively, with the default assumption being that they may not comprehensively include diverse voices and experiences. Fortunately, I want to assure you that our History courses, specifically History 108 and 109, have evolved beyond the traditional approach that may have overlooked the perspectives of marginalized communities.

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In these courses, we take a holistic and inclusive approach to U.S. History. We begin with the roots of early U.S. history, which extends well before the arrival of white colonists. We delve into the rich cultures of First Peoples and explore the profound impacts of contact, colonization, manifest destiny, the Trail of Tears, resistance, forced accommodation, reservations, and the Mission system. These topics are all integral to History 108. Additionally, we examine the experiences of African enslaved peoples, racism, the Civil War, the shortcomings of reconstruction, amendments, and the Jim Crow era.

History 109 builds upon these foundations, addressing the unequal treatment of First People, African Americans, Asian Americans, Hawaiians, and imperialism. We also explore resistance movements, including the civil rights movement, and recognize the pivotal role played by BIPOC leaders in women's rights, temperance, and prison reform initiatives aimed at reforming institutions.

Our approach to teaching incorporates an array of primary and secondary sources, including films, documentaries, pictures, and artifacts, all of which shed light on the experiences of our diverse U.S. family. It is our sincere intention that all history classes embrace anti-racist pedagogy and actively employ Diversity, Equity, and Inclusion (DEI) practices. We are committed to ensuring that our courses uphold these standards, and if ever informed that our classes do not reflect the inclusivity that should be the norm, we are fully prepared to collaborate closely with the Dean and VP to bring about the necessary changes. Your feedback and support are essential in this endeavor, and we welcome any insights you may have to help us continuously improve and create an inclusive learning environment.

2.9 I want to clarify any potential misunderstanding regarding our stance on standardized tests. Our department does not advocate for the implementation of standardized tests. We understand that, all too often, standardized testing can lead to a situation where teachers feel compelled to tailor their instruction to meet the test's requirements. This shift can result in a focus on outcomes over genuine learning, transforming education into a data-driven process that emphasizes data points rather than the well-being and growth of our students.

While it is technically possible for us to create standardized tests, personally, I am not inclined to support their use. In our view, assessments should naturally evolve within the context of a class and reflect the discussions and learning experiences that have taken place. Our goal is to prioritize authentic, meaningful assessments that align with our pedagogical principles.

If any members of our faculty express an interest in adopting standardized tests, I will ensure that they are well-informed about the potential pitfalls and limitations associated with such assessments before proceeding. It's important to note that, as the department head, I may not have the authority to prohibit their use, but I am committed to promoting a thoughtful and informed approach to any such decisions.

2.10 In order to address disparate success rates, I have asked my faculty to begin immediately to adopt the DE templates designed by Dawn and to take POCR training. At our latest department meeting, I devoted substantial time discussing best practices for DE classes. Now that Adelle is working with Dawn, we have a strong advocate for improving DE. As I informed all of my faculty, evaluations in the future will take into consideration the use of templates, POCR training, and evidence of best practices such as interventions, welcome one week before, transparent and accessible design, evidence of opportunities for peer work, practice quizzes, and engagement techniques.

2.11 The dual enrollment classes usually have approx 30-35 students each semester. It varies depending on student interest at Helix. I only have qualitative data to support this, but based on information from our Dual Enrollment instructor, many students follow her to Grossmont. That is the goal and hope of Dual Enrollment classes. Students will be less anxious about College, feel comfortable with the material, experience success, and come to Grossmont to continue their low-cost, excellent educational experience.

Answer: Section 3 - Student Learning Outcomes (SLOs)

Section 3

- We just kept the benchmark we had at the start of this process. If it needs to be raised, we can do that. Given how well students are doing, I can ask for a 71% or 75% or higher.
- Thesis analysis is an area for growth and it always will be. Students get to University and still have issues with thesis statements. That is why we only ask them to recognize one and use sources to defend one.

Answers to Committee Questions

Creating thesis statements is something we hope students will eventually master doing in English classes. For us, we want them to understand when they see a historical argument and how that argument can be defended.

Answer: Section 4 - Faculty & Staff Support Services and Facilities

4.4 There is still time to supply our department with microphones. Last semester, I purchased one for a faculty member who requested it. I asked others, but only had one taker. I honestly think everyone should have one available in each classroom, as we may have to mask or someone may be sick, or we may have students with hearing challenges in the classroom.

4.5 I appreciate your question, and it's a topic that I believe is important. If I had the authority to oversee these matters, my vision would be to ensure that everyone has unrestricted access to all the necessary technology to thrive in a modern work environment. I must admit that in the past, decisions made by the District IT department have sometimes been made without involving department chairs in the process. Additionally, there has been a recurring pattern of responses like "We can't support that," which can be frustrating.

It does strike me as remarkable that such challenges persist year after year. However, I believe that by fostering a more collaborative and open dialogue with the District IT department, we can work together to find constructive solutions that meet the needs of our faculty and staff while ensuring a smooth and effective technology infrastructure for our institution

4.6 Given the past experiences where the input of faculty working groups and Chairs regarding classroom organization was not fully acknowledged, it's understandable that concerns may arise in the future. With the removal of Eng 90 and 110 to expedite student transitions, the emergence of numerous support classes in ENG requiring dedicated rooms is anticipated. It's foreseeable that we may find ourselves in competition for classroom space.

In light of these challenges, there is a growing need for a more expansive and well-organized facility, such as a new, larger building, perhaps designated as 500 bldg, where departments can have their dedicated areas. However, it's important to emphasize that while we may be expanding our physical spaces, we are committed to maintaining our diverse course offerings, including Distance Education (DE), Hybrid, and fully Online classes.

While student preferences may indicate a desire for face-to-face (F2F) instruction, enrollment trends often reflect a preference for flexibility. Therefore, it's crucial for a forward-thinking educational institution like ours to continue offering F2F, Hybrid, and fully Online classes to effectively and efficiently meet the varied needs of our diverse student body. Our commitment to adaptability and inclusivity remains at the forefront of our educational mission.

Answer: Section 5 - Student Equity and Success

5.2 When examining enrollment numbers based on age, it's evident that individuals in the 50+ age demographic do not enroll in significant numbers, comprising only 1.8% of our students in spring 2018, rising to a high of 2.4% in spring 2020, and remaining in the 1-2% range until spring 2021. After that point, we observed an increase in this percentage, ranging from 2.6% to 3.7% in summer 2022 and beyond. I share your enthusiasm for seeing this percentage grow, and I've previously suggested offering more adult-oriented classes in the afternoons and evenings, focusing on participatory subjects like painting, ceramics, design, as well as History lecture series or history reading clubs. Unfortunately, I was informed that such initiatives were not feasible, which is regrettable because these opportunities might encourage more individuals to enroll.

The majority of our students typically fall into the 20-24 age range, with those aged 19 and below being the next most common demographic. As is consistent with the ethnic breakdowns, summer enrollments tend to be smaller. After spring 2020, enrollments declined from the 900-1000 level to the 400-800 level and have yet to return to their pre-Covid levels. Interestingly, students identifying as 19 or below have shown the most resilience in their enrollments, with spring 2021 being a particularly strong semester at 814, albeit followed by slight dips into the 700s and now at 671 in fall 2022. Meanwhile, the 20-24 age group post-

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Covid numbers ranged from 649 in spring 2021 to a dip of 446 in fall 2021, followed by a rise to 640 in spring 2022, then a dip to 425 for fall 2022.

One intriguing aspect of this data is that it challenges the conventional wisdom that spring enrollments are typically smaller than fall enrollments. In the case of History, this does not hold true for age demographics.

To make sense of these fluctuations, I believe it's essential to consider the broader context. Our world has entered a period of great uncertainty, marked by the aftermath of the Covid-19 pandemic, economic and employment challenges, political issues, climate-related concerns, and the potential impact of psychological factors on people of all ages, as well as all ethnicities and races, as we will explore in the following data. These variables contribute to the complex enrollment patterns we observe.

When examining our enrollment figures for ethnicities and races, it's evident that we have relatively low numbers of American Indian/Alaskan students and Pacific Islander students in our History courses. For Pacific Islander students, enrollment numbers have ranged from as low as 2 in the summer of 2018 to a peak of 17 in the spring of 2019, with an average of 3 to the mid-teens in other semesters. These figures align with the lower representation of Pacific Islanders across Grossmont Campus as a whole.

In the case of American Indian/Alaskan students, enrollment numbers have shown some variation, with a high of 11 in the fall of 2018 and, at times, dropping to as low as 0 in the summer of 2020. Generally, we've observed numbers ranging from 1 to 9, which is consistent with our expectations. It's worth noting that our outreach efforts to local tribes have declined with the retirement of Tom Gamboa, and Cuyamaca College, being closer to some tribal lands, may have higher enrollment numbers in this regard.

Asian enrollment numbers have remained relatively consistent, typically in the 200s, except during summers when it can dip into the range of 10-30%. It's important to recognize that enrollment tends to dip across all ethnicities during the summer, likely due to factors such as work commitments, family obligations, travel, the desire for rest, and a preference for longer class periods.

Looking at Black non-Hispanic enrollments, we observed enrollment numbers ranging from 140 to 203 between fall 2018 and spring 2020, with similar summer dips. However, in fall 2020, enrollment dipped to 89, followed by a rise to 116 in spring 2021, then a dip to 91 in fall 2021, and a subsequent rise to 110 in spring 2022, reaching a low of 84 in fall 2022. These fluctuations can be attributed to the post-Covid period's uncertainty, economic challenges, and changes in employment status.

Hispanic enrollment numbers have followed a similar trend of summer dips, followed by healthy enrollments in the 800-900 range from spring 2018 to spring 2020. However, we observed a drop to the mid-500s in fall 2020, followed by an increase to around 600 in spring 2021, a dip back to the mid-500s in fall 2021, a rise to the 600s in spring 2022, and a notable dip to 497 in fall 2022, again reflecting the impact of post-Covid uncertainties and economic shifts.

In the case of "M" enrollment, it's important to clarify that it typically refers to multi-racial, not Middle Eastern. These numbers have ranged from 82 in spring 2018 to 155 in spring 2020, with fluctuations between 59 in fall 2018 and 80 in spring 2019. Since fall 2020, enrollment has varied between 189 and 234. This category encompasses various ethnic and racial identities, making it challenging to draw precise conclusions. It's possible that more individuals are now comfortable recognizing and stating their multiple ethnic and racial identities.

Enrollment in the "Two or more" category has remained relatively stable, ranging from 193 in spring 2018 to the low 200s for two years. However, there was a dip to 183 in spring 2020, followed by a decline to 133 in fall 2020, a rise to 142, a dip to 118 in fall 2021, an increase to 149 in spring 2022, and a significant dip to 105 in fall 2022. We will be closely monitoring the data for 2023-2024 to better understand these fluctuations.

Finally, White student enrollment has consistently been the highest percentage for our History department. Enrollment figures show 1,100 in spring 2018, with numbers ranging from the high 900s to 1,085. There was a substantial dip to 598 in fall 2020, followed by a modest increase to 641 in spring 2021. Since then, enrollment has fluctuated between 424 and 564, with the lowest point recorded in fall 2022. I think these numbers reflect the same factors that are impacting other ethnicities.

5.3 Using our data, the following are insights into our students' success rates over the past few years. It's heartening to see that age does not appear to be a significant barrier to success for the majority of our

Answers to Committee Questions

students. From 2018 to 2022, we've observed a consistent success rate ranging from 75.7% to 97.1%. Notably, no age group falls below the 75.7% mark, indicating that our history courses accommodate students of varying ages quite effectively.

Gender success rates have also demonstrated remarkable consistency. Regardless of whether students identify as men, women, or choose not to report their gender, we've observed stable and nearly identical success rates. These rates have ranged from a low of 67% in the fall of 2018 to more typical rates of 75% and above in subsequent semesters. While the fall of 2018 appears to have been an anomalous semester for data, marked by external factors such as wildfires, a tense midterm election, a trade war, and political tensions, it's unclear whether these events had a direct impact on our numbers.

Turning to ethnicity success rates, we've noticed some interesting patterns. Asian students consistently succeed in the 70-85% range across all semesters. American Indian/Alaskan students, although in low numbers, show a range from 63% to 92% from fall to spring. It's important to note that due to the small number of American Indian/Alaskan students in our history classes, each individual student carries significant weight in these statistics.

Black Non-Hispanic students succeed at a rate in the 50th percentile. Notably, summer rates for this group are up to 74%, which is an interesting trend. Hispanic students' fall-to-spring success rates have remained stable, with a range in the mid-60s pre-2020 and 69-70% post-2020.

Success rates for students of Pacific Islander ethnicity have varied more widely, ranging from a low of 35.3% in the fall of 2018 to a rise to 50% in the spring of 2019, followed by steady rates in the high 60-70% range. It's worth mentioning that summer rates for this group are notably lower, in the 33rd percentile.

Students identifying with Two or More ethnicities have maintained stable success rates, with a low of 61% in the fall of 2018 followed by rates of 68% to 73% since then. Finally, White students consistently succeed at rates in the high 70s across all semesters.

Overall, our data suggests that success rates among different ethnicities remain stable from fall to spring semesters.

Part II I have been actively engaged in fostering communication through various mediums, including Zoom meetings, telephone conversations, email exchanges, and face-to-face discussions, in order to address matters related to my classes. These discussions have encompassed a range of topics, including the cancellation of evening classes, exploring ways to balance smaller classes with more efficient ones exceeding 100 students, and other relevant subjects.

Throughout each semester, numerous dialogues have taken place regarding the ongoing issue of class cancellations and the status of evening classes. It is worth noting that the former Vice President of Academic Affairs (VPAA) initially encouraged the addition of evening classes while assuring their protection. However, regrettably, these commitments were not upheld, and the evening classes were subsequently canceled. This decision was particularly perplexing, given the prior celebration of preserving an English class with only four students during the evening. Similar occurrences were observed within the History department.

In my role as Chair, I have continually endeavored to engage in constructive dialogue, presenting reasoned arguments and seeking reconsideration of decisions that were made without seeking my input or recognizing my perspective. Unfortunately, this situation has left me with limited avenues for recourse, compelling me to comply with directives as they are given. I am compelled to state my belief that these actions in the past were influenced by an underlying bias, potentially directed at History or myself but I remain committed to upholding a spirit of collegiality and collaboration and am excited to work with our new interim VPAA who was an excellent Dean of ESBS.

5.4 This is a great question, and it's a topic that presents some challenges. Unfortunately, I am unable to provide a definitive answer, and I'm unsure if anyone else could do so conclusively. The available data doesn't offer insights that can be empirically proven. I can make some educated guesses, but unless the College were to implement a requirement for all students to provide reasons for their withdrawals, I find myself limited to the potential reasons I previously mentioned, such as childcare responsibilities, work

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commitments, financial constraints, feelings of burnout, or dissatisfaction with their academic performance.

I would like to note that the lowest withdrawal rates appear to relate directly to ethnicity that enrolled. Asian and American Indian/Alaskan students withdraw the least, Pacific Islanders, Not Reported, or Two or more the most, with the rest of the ethnicities in the teens. The highest withdrawal rates were not during Covid.

For addressing success rates, History faculty are encouraged and supported to attend Community of Practice workshops on equity, retention, and inclusion, as well as removing barriers to success and creating welcoming and engaging environments using innovative teaching methods, such as the liquid syllabus method and OER or Low-Cost options to remove cost barriers to success.

While updating our COR, the History department engaged in conversations about methods and best practices, as well as strove to ensure books and articles reflect a wide and inclusive body of scholarship. We ensured our courses were current, inclusive, and representative of diverse communities and their lived experiences. Discussion about race, gender, sexuality, religion, and ethnicity informed our work, as we strove to include materials from a diverse body of scholars whose work addressed previously marginalized or excluded populations.

We also thought about how formats of instruction could help support DEI efforts. In an effort to support retention and success, we discussed ensuring that we include Hybrid, Fully f2f, and Online classes as well as a variety of length classes. We hope that having a variety of formats and lengths will enable all students to persist and succeed, even those who must work, have families, or support their own parents.

DEI is supported through a stress on comprehensive and inclusive historical education. We do this by making sure we cover topics that have impacted all of our community; issues of race, racism, gender, sexuality, religious persecution, ability, and other identity challenges are covered whenever possible in our classes. By promoting a more diverse and accurate understanding of history, we aim to provide students with the critical thinking and analytical skills necessary to engage with and address social justice issues in their personal and professional lives. We have stressed the importance to DEI initiatives that students feel valued and included, that we provide them with access to and regularly stress the student support resources such as Writing Center, FYI, Success Coaches, that are available to support their academic success. We are also renewing our focus on fostering a feeling of connection and community at Grossmont by participating in events.

5.6 In addition to our engagement in the Week of Wow events, offering insightful lectures and captivating films, participating in events designed for first-time students, nurturing the development of a History Club, and extending invitations to students to partake in enlightening lectures and events beyond our campus, we are enthusiastic about collaborating with the Religious Studies department to create a meaningful Day of the Dead display. Last semester, we took pride in curating a display in honor of Black History Month within the Library. We also contributed to Women's History month celebrations by showing a film with a lecture.

We are engaged in working to connect our students with students at SDSU and UCSD which is tied to our commitment to facilitating the transfer process for our students; in support of this, Javier has scheduled a Zoom session to connect our students with those who have successfully transferred. This endeavor aims to alleviate the stress associated with the transfer process while fostering valuable connections.

In the spirit of celebrating diversity, Javier Gonzalez-Meeks is presenting on Olmec History during Latinx Heritage Month. Carlos Contreras is working with Elisabeth Burke and the Interfaith Club to put up a Day of the Dead display and present a lecture in November. Angela Feres will be working with Elisabeth and the Interfaith Club to put up a display on Diwali also in November. Additionally, we are gearing up to offer an engaging selection of films, which will be thoughtfully chosen, to be shown in November, providing our students with opportunities for cultural enrichment and historical exploration outside of the classroom.

Answer: Section 6 - Student Support Services

6.4 The History Department recently had the pleasure of hosting Success Coaches during one of our department meetings. They provided valuable information that was subsequently shared with our faculty through email and posted on our Canvas page. We strongly encourage our faculty to actively engage with Success Coaches by inviting them to participate in both online and face-to-face classes.

Answers to Committee Questions

Additionally, we have introduced faculty to the Student Support hub, emphasizing the importance of making students aware of this resource at the beginning of each class and periodically throughout the semester, especially during critical assignment periods. To further encourage faculty-student engagement with Success Coaches, we're considering options such as offering extra credit for meetings, inviting them to visit our classes several times per semester, and consistently featuring announcements about their services on Canvas. Furthermore, we're exploring the possibility of including information about Success Coaches on our syllabi to ensure that students are informed about this valuable support resource.

Answer: Section 7 - On-Campus & Off-Campus Activities

Answer: Section 8 - Fiscal & Human Resources

8.1 Patterns of enrollment indicate that students are enrolling in classes later, not sooner. I don't have quantitative data for this. Students are wait-listed sections to the point where we have been asked to add up to 59 or 65 in some cases with Hist 115, Hist 100, Hist 101, and Hist 105.

When examining the data from SP2018 to the present, we notice several fluctuations in our history department's performance. While it's challenging to draw precise conclusions at this point, it's crucial to consider the broader context. The current state of our economy remains precarious, and the lingering effects of the Covid-19 pandemic continue to impact various sectors, including education. Although discussions about a "post-pandemic" era are underway, it's evident that we are not yet fully there, as the repercussions of the pandemic continue to affect both society and individuals.

In this context, the emphasis on returning to a pre-pandemic "normal" may not align with our goals for progress and innovation. Instead, we should strive to use the past as a stepping stone to move forward. Flexibility is key to meeting the diverse needs of our students. They seek a range of class formats, including face-to-face for specific subjects like science, math, and language, as well as online classes for social sciences without labs. Therefore, it's essential that we maintain our commitment to online and hybrid classes, offering flexibility not limited by a percentage of the course load. This approach empowers our talented and certified faculty to make decisions that best serve their students' educational journeys.

Turning to faculty data, we have observed a decline in full-time equivalent faculty (FTEF) since SP2018. This decline can be attributed to shrinking enrollments, larger class sections, and a reduced number of classes, which have led to the loss of many adjunct faculty members. Furthermore, the retirements of Sue Gonad and Thomas Bell, full-time faculty, since 2018 have contributed to this decline. This situation raises concerns about flexibility, the diversity of teaching methods and theories, and the overall diversity within our faculty.

Our class fill rates have ranged from 76.87 in SP2019 to a high of 92.11 in SP2021, with 2021FA at 88.12, and SP2022 at 76.29. While higher efficiency and lower employee ratios may be appealing in a corporate context, it translates into larger class sizes in education. This can diminish the personalized attention and timely support that students often need. Striking a balance between efficiency and the values of diversity, equity, and inclusion presents a challenge.

The District's Educational Master Plan emphasizes the importance of "value and support of employees," which seems to have lost focus as the District leans towards an unbalanced emphasis on efficiency. The faculty is tasked with navigating multiple responsibilities, including equity, diversity, and inclusion efforts, retention initiatives, guided pathways, transfer support, marketing and promotion, outreach, community engagement, innovation, technological advancements, and the pursuit of excellence. Finding equilibrium amidst these diverse demands is an ongoing challenge.

In recognition of the importance of access, diversity, and equity, our department emphasizes the need to retain lower-enrolled classes. Courses such as History of Mexico, Early Comparative Americas, History of the Middle East, History of East Asia, and AAPI classes may not attract large enrollments, but they hold immense value. They provide vital representation for our Latino/a/x, Middle Eastern, and Asian students, allowing them to connect with their history and heritage, understand the forces that have shaped their lives, and make informed decisions.

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We propose that when we accept 50+ students in one class, it should contribute to supporting the existence of lower-enrolled classes, ensuring equity, diversity, inclusion, streamlined graduation pathways, and reduced barriers. For example, the additional students in a History 100 class with 55 students could help balance a Hist 114 class with only 15 students. This approach aligns with our commitment to fostering a learning environment that reflects the diverse perspectives and histories of all our students, ensuring that each individual feels a vital part of our academic community.

8.2. If we had to pick one top choice, it would be the American Historical Association. It is the leading association of historians in the U.S. : <https://www.historians.org>

Answer: Section 9 - Summary and Recommendations

9.2 At the moment, our department does not have active internship opportunities available for students. One of our talented adjuncts developed a great internship opportunity with the Museum of Us (formerly known as the Man Museum) for our students. We were extremely excited by this opportunity and did all the paperwork. However, despite our marketing efforts, we encountered challenges with student participation.

We are eager to renew our efforts in establishing valuable connections and expanding our outreach to institutions such as the Comic-Con Museum, the Natural History Museum, and nearby Native American groups. We wholeheartedly welcome and appreciate any suggestions or ideas from our community on how we can effectively engage students and encourage them to take advantage of these opportunities, ensuring that we do not miss out on these valuable experiences as we did in the past. Your input and support in this endeavor are highly encouraged and greatly valued.

9.4 We aspire to create the best learning environment for our students, and one key aspect of this is class size. Currently, we have a strong desire to set a class enrollment limit of 35 students for both online and face-to-face courses in our History department. This number is chosen deliberately, taking into account the experiences of our colleagues in the English department, who have successfully negotiated for this cap.

The English department recognized the importance of maintaining a manageable class size, particularly given the additional time and effort required for grading essays, presentations, and projects in their courses. They also emphasized the importance of having the necessary time to engage with students in reading materials and crafting thoughtful prompts for assignments. In contrast, the History department currently operates with a cap of 50 students per class, which, as you can imagine, involves a significant workload for our faculty.

The workload becomes particularly challenging when classes reach 50 students, and in some cases, classes with waitlists are encouraged to expand to accommodate even more students, sometimes reaching 59 or higher. This raises important questions about how we can best promote engagement and inclusion for all of our students, particularly those with lower success rates, when we overload our sections.

Our commitment to student success and inclusivity drives our request for a reduced class size. With a lower enrollment cap, our faculty can provide more personalized attention, offer timely feedback on assignments, and foster a richer learning experience for all students. It is our belief that by ensuring smaller class sizes, we can better support the diverse needs of our students, enhance the quality of education we provide, and contribute to higher success rates.

We appreciate your consideration of this proposal, as it aligns with our department's commitment to offering the best possible educational experience for our students. Smaller class sizes can have a profound impact on student engagement and learning outcomes, and we believe this adjustment will contribute to our shared goals of academic excellence and inclusivity.

PROGRAM REVIEW COMMITTEE SUMMARY EVALUATION

The committee recommends maintaining this program. Following are the committee's specific commendations and recommendations:

The Program Review Committee commends the department for:

1. Establishing grading norms
2. Reducing disparities in success rates between online and in-person teach modalities
3. Getting all faculty Canvas certified, and encouraging faculty to use POCR templates
4. Modeling and mentoring faculty involvement in DEI and ZTC

The Committee recommends the following:

1. Increased connections between students and student success coaches
2. Increase your SLO target above 70% success
3. Update SLOs out of date or not meeting course needs
4. Develop ways to improve retention for BIPOC community and foster youth
 - o Expand ties with Puente, Umoja, and First year experience
5. Explore collaboration with other disciplines such as Ethnic Studies

College President: Dr. Denise Wisenhunt
Interim Division Dean: Dr. Stephen Fomeche

Department Chair: Angela Feres

Academic Program Review Co-Chairs: Joyce Fries, Kelly Menck

HISTORY

SCHOOL YEAR	FALL SEMESTER		SPRING SEMESTER	
	WSCH/FTEF	% of MAX WSCH	WSCH/FTEF	% of MAX WSCH
2017-18	77.4	577.91	80.1	589.58
2018-19	78.2	600.89	76.9	540.09
2019-20	77.8	476.69	82.1	584.56
2020-21	94.4	685.42	92.1	704.18
2021-22	88.1	619.89	76.3	595.29