



ACADEMIC PROGRAM REVIEW

HISTORY DEPARTMENT

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This Academic Program Review Document for the review period of 2013-2018 is respectfully submitted by the full-time faculty of the Department of History at Grossmont College:

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SECTION 1: OVERVIEW, DEPARTMENT HISTORY & PREVIOUS PROGRAM REVIEW RECOMMENDATIONS

PURPOSE OF SECTION 1.1: To help the committee understand the history of the department, what your department does, what population you serve, and your overall place in the college. Include any information that helps the reader understand your department, such as programs added, new degrees, certifications, where your students come from, where they go, and a description of your faculty (the role of FT and PT). Student population specifics (transfer, basic skills, CTE, etc.) are useful as well.

Since its modern development as an academic subject in the 19th century, history serves as a core subject for liberal arts, humanities, and social science divisions throughout the world's colleges and universities. As the American Historical Association states, "history helps us understand change and how the society we live in came to be. The second reason history is inescapable as a subject of serious study . . . [is that] the past causes the present, and so the future." (1998) As an integral part of Grossmont College's "commitment to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential" (Strategic Plan), the History Department's diverse scholars have a deep commitment to facilitating students' ability to interpret today's world using lessons from the past, and develop critical thinking, and cross-cultural knowledge. . The Department supports the "pursuit of excellence and continuous improvement, integrity, civility, balance, and a commitment to the power of diversity and inclusion" that our Strategic Plan emphasizes (Strategic Plan). Because of history's importance and contribution in developing educated, culturally literate citizens, it's difficult to imagine any college without a history department. From history courses, students learn to

- access historical evidence by reading and interpreting primary and secondary sources.
- debate significant and sometimes controversial historical issues.
- address current problems through the prism of lessons found in the past.
- explain historical causality and its effects.
- apply research methods and critical thinking to develop theses while probing historical questions.
- compose essays or research papers requiring keen insight and reflection of major historical topics.

These skill objectives enable students to become careful readers, insightful citizens, and leaders in their community. Studying history also facilitates 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.

The History Department has been teaching these important lessons since Grossmont College's founding in 1961. 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 Yuhl. 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, but 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 History of England and the Commonwealth, History of Latin America, History of the Far East, Great Men in History, and Selected Topics in History or Government

As stated in the course catalog, History's mission was to "study and analyze various aspects of the conscious record of the human past, tracing and critically evaluating the development of both Western and Eastern civilizations."

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 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 (the first African-American full-timer). 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 Humanities, Social and Behavioral Sciences Division. After hiring Marty Ennis who replaced Dickinson in 2001, History now returned to seven full-time faculty with twenty-nine courses, eleven of them 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.

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 teaching in the Department as part-timers, they were replaced by Devon Atchison and Angela Feres. In 2013 Devon Atchison resigned from the Department, bringing the total number of full-time faculty down to six.

Within these five decades, the mission and purpose of teaching quality and intellectually stimulating history courses has not changed. However, as shown throughout the years, when new interests, scholarly pursuits, social norms and even technology emerge, the History Department has responded and adapted by hiring more diverse faculty, creating and expanding new courses, and implementing new instructional methods (i.e. online classes). Currently within the English and Social/Behavioral Sciences Division, the History Department with its six full-time faculty and approximately eighteen part-time instructors teach a total of thirty-six different courses. These eclectic courses range from lower- division flagship survey classes of American History, World History and Western Civilization to specialized ones like Survey of Medieval History, Women in Early American History, History of Mexico, Emergence of the Modern Middle East, and American Military History. With regard to facilities, the History Department has seen little dramatic shift in classrooms and office space. Classes are taught perennially in Buildings 51, 53 and 36. Faculty offices are located within the vicinity of these buildings or on the second floor of the Learning and Technology Resource Center. Department meetings are regularly held in Room 51-585 with informal meetings usually in the lounge at the aforementioned LTRC building.

Since its inception, the History Department's primary purpose is to offer lower- division history courses for General Education and/or university transfer (history or social science majors). This validates the results from the first question in the Grossmont College History Department Student Survey given in Spring 2011 to 505 students: "What is your primary reason for taking this class?" 57.4% of those surveyed cited a General Education requirement and an additional 15.8% cited Transfer.

For Grossmont College's General Education Requirement, history courses fulfill the requirements for Area C1 Humanities and Areas D1 and D3 Social Sciences. Students often use the World, Western and American survey courses to satisfy these requirements. But the department's wide-ranging elective courses also fulfill this General Education Requirement. For CSU transfer, students can use history courses for Area C2 Humanities and Areas D3, D4, D6 Social Sciences. In addition, students can choose from twelve different history courses to fulfill CSU's U.S. History, Constitution and American Ideals requirement, covering (1) historical development of American institutions and ideals, (2) U.S. Constitution and (3) California Government.. For the 2017-2018 Intersegmental General Education Transfer Curriculum (IGETC), history courses can be used to fulfill Area 3 Arts and Humanities and Area 4 Social and Behavioral Sciences.

In addition, the History Department further serves students by offering a Grossmont College History Associate Degree for Transfer, comprising of 18 units divided between 12 units of survey courses and 6 units of specialty courses. The Department also allows courses to be cross-listed with the Cross-Cultural studies Department, collaborates with Project Success by teaching linked courses, and participates in the Honors Program. The History Department, likewise, provides speakers, lectures and volunteerism for campus-wide cultural, social and community events.

1.2 Recommendations and commentary

PROGRAM REVIEW COMMITTEE SUMMARY EVALUATION 2012

The Program Review Committee commends the History Department for:

1. Developing a pilot study of weekly SLO assignments that assesses their students' understanding of primary and secondary source documents.
2. Keeping history relevant by enhancing and expanding courses to cover more subjects, geographic areas and time periods in response to changing demographics in the student population, which is reflected in the student survey (87% stated History courses are useful outside of the classroom).
3. Presenting at professional conference and publishing in professional journals.
4. Contributing to campus, district-wide, and community projects and leadership activities (Senate President, SLO Coordinators, DEI Council, Henrietta Lacks Project, history film & lecture series, developing online Grossmont History archives).
5. Continuing to utilize current technology in instruction both in the classroom and online by including web enhanced classroom support, providing Department website links to the Grossmont library, and improving online pedagogy.
6. Collaborating with other departments inside and outside their division (Henrietta Lacks Project, ESL, English, Project Success, Cross Cultural Studies, Sociology, Media Communications).

The Program Review Committee recommends that the History Department:

1. Reexamine fulltime / part time ratio in order to determine the need for a full-time faculty member when the budget improves.
2. Investigate and plan for program growth such as additional sections when the budget improves.
3. Continue to meet and discuss norming for evaluating student work so that there is consistency in grading and grade distribution.
4. Create opportunities so that more students use the English Writing Center and Tutoring Center.
5. Identify funding resources and utilize them for professional development opportunities.
6. Submit curriculum modification proposals for those courses that have not been reviewed by the Curriculum Committee in more than four years or curriculum deletion forms for those courses that have not been offered in the last three years.
7. Use student-learning outcome data for continued course and program improvement.

Of the recommendations from the last Program Review, we have succeeded in meeting all. We continue to reexamine our fulltime/part time ration. We attempted to gain new faculty members when the budget was better. Now that the budget is strained and enrollment contracted, we are waiting to address the issue again when those impediments are gone. We continue to investigate adding sections of classes, such as our now very popular History 115, as budget and demand allow. We are working to manage growth through meetings with the Dean and VP to use data as the foundation from which we offer classes. As a Department, we discuss grading and grade distribution at our Department meetings, where full and part time faculty share strategies to promote student success while maintaining rigor. Faculty regularly send students to the Writing Center and the Tutoring Center. We are fortune to have a great working relationship with the Tutoring Center, which works closely with us to ensure students are provided with top-notch tutoring experiences. The Writing Center is incredibly supportive and helpful. We have been very fortunate that our faculty have secured funding to attend Conferences and offer presentations at a variety of locations. Travel Funds from the Professional Development office have been very helpful to these efforts. All History classes are updated and have been reviewed by Curriculum Committee. All courses that remain on the books are offered at least every other year,

with most offered every semester. Finally, we discuss our SLOs and how to understand and use the data at our Department meetings. Some faculty voluntarily assess their SLOs out of cycle to continually improve or refine teaching methods. All courses have stated SLOs and these are used to direct teaching, improve methods, and support success. Our success rates are healthy, exceeding our target, which indicates our use of a shared template and grading rubric for SLOs is successful.

SECTION 2: CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS

2.1 Describe how your course offerings have changed since the last program review. Have you added or deleted courses since the last review? If so, why? Include new or deleted programs, degrees, and certificates.

In 2013, the History Department updated course outlines and they were approved by the Curriculum Committee, and some courses (see below) have been updated since. No new courses have been added since then. Curriculum is now due for regular cyclical updates but we are waiting for some shifts in Student Success efforts. The Department had previously modified its Recommended Prep for all courses to include ESL 119 along with ENGL 110. This broadened potential success in our courses for ESL students. Because, due to State law, the English Department is in the midst of major revisions of basic-skills courses, we will collaborate with them to provide the proper "Recommended Prep" for all history courses. We will also consider innovative curricular or non-curricular (workshop) supplements to courses to insure more student success. (eg., one-quarter- or half-unit courses in history skills, etc) Furthermore, the History Department deleted little used courses such as HIST 112 U.S. History after 1945. Women's History in Western Civilizations (HIST 156 and 157) and an old duplicative American Indian History course. The History Department also removed the link with the Cross-Cultural Studies/ History 147 Middle East History and Culture. This previously cross-listed course maintained by CCS was more sociological in basis and better serves students as stand alone. The History department has History 148 – Emergence of the Modern Middle East which is historical in its approach.

Also, in 2013, the History Department began partnerships with two campus programs, Freshman Academy and Umoja, which lasted until 2016. In Spring 2014, the Department linked History 109 Modern American History class with English 110 for Freshman Academy. Freshman Academy is a well-known student success program, even praised by the Accreditation Team. The History Department wished to increase student success for incoming Grossmont freshmen especially in areas of reading, writing and critical thinking. The last semester we were able to offer the Freshman Academy Link was Fall 2016 when Sue Gonda taught History 122 linked with English 110. In Spring 2014, HIST/CCS 181 U.S. History Black Perspectives linked with Counseling 130 in the Umoja Program, designed to create better study skills and mentorship for underrepresented students. During the Spring 2017/Fall 2017 semester, HIST/CCS 181 U.S. History Black Perspectives no longer linked with the Counseling 130 in the Umoja Program, designed to create better study skills and mentorship for underrepresented students. The removal of the Link was prompted by a new UMOJA focus Statewide on students' basic skills, rather than links to non-math and English courses.

Further enhancing Department course offerings and fostering student success for advanced College students, in 2013, the Department offered an Honors History 100 class linked to Humanities. In the Spring 2016 semester, Joe Radzikowski offered an Honors component of his Military History class. Students participating in the Honors component will present to the Grossmont community as part of a panel in the Spring on the Civil War. This is an ongoing Honors class that continues to perform well each Spring. The Department was also able to offer its Honors History 105 link with Humanities 110 again after a hiatus required by budget issues. This course is offered as a hybrid honors that reserves 5 seats for honors students and 35 seats open for general enrollment. The Department has not been able to move forward with the Honors Link, however, due to enrollment issues. History 105, Early Western Civilizations, is a course facing enrollment pressures as the current drive is for U.S. and World History classes.

As part of History's commitment to fostering cultural competency and transdisciplinary work, in 2013, Dr. Carlos Contreras actively pursued new connections with the Spanish program and International Business. Due to his outreach efforts, History 114, 115 (The Americas), and History 126 (Mexico) will count towards those majors.

The Department continued innovative collaborations. In the Spring 2014 semester, the Department offered a section of History 109 linked to an English course as part of the One Theme, One Campus event. The hope was to increase inter/trans-discipline work on campus, engage students more deeply and thoroughly in important themes in history that will increase their awareness of past and current issues in resource management. The Link was successful, however, ongoing enrollment issues have prevented it being offered after the Spring 2015 semester. Robert Henry also taught linked classes with Tate Hurvitz from English for Freshmen Academy. He linked my Hist 109 with his Eng 110 for two spring semesters – 2014 and 2015. Then he linked with English part-timer Ingrid Jayne for the spring 2016 semester. Their emphasis was using the same historical articles to view them from an English and historical perspective, and they also graded a common research paper.

Fall 2017, History 109 (Modern American) and History 100 (Early World) had curriculum updates for CSU transfer requirements and general revisions. History 122 and 123 (American women) were both submitted and approved for the Online format. Natalye Pass Harpin successfully taught a dual enrollment class in History 180/CCS 180 (Early Black History) in Fall 2017 at Helix High School. In Spring 2018, Harpin was asked back to Helix to teach Hist/CCS 181 (Modern Black History); Mary Stuart taught two sections of History 154 (Early Women in World) at Helix.. The Dual Enrollment Program is designed to provide High School students access to College classes, which will impart valuable skills for persistence and critical thinking as well as providing a clear pathway to success.

2.2 Describe your department's practice for determining that all course outlines reflect currency in the field, relevance to student needs, and current teaching practices.

During the 2007-08 academic year, the Department revised a vast majority of its course outlines. Many revisions entailed adding newer editions of current textbooks or the course's content description needed more descriptive details. Even old course titles were changed to help students grasp more about the nature of the

course, e.g. East Asian Civilization (the original Hist. 158 History of the Far East) became simply Hist. 137 History of East Asia. This effort also served as the impetus to supplement, separate or expand upon existing courses. For example, for nearly a decade, the only Middle Eastern history course the Department offered was Hist 147 Middle East History and Culture, cross-listed with Cross-Cultural studies and taught by adjunct Bachir Idoui from Sociology. Preferring that a relevant and timely topic like the History of the Middle East be taught by an historian instructor, the Department created Hist. 148 Emergence of the Modern Middle East to supplement and not to replace CCS 147, and the cross-listing with History was deleted. In addition, in 2017 Hist 115 Comparative History of the Americas went through revisions that enabled it to meet the transfer requirements for all three American Institution areas, which has dramatically increased the enrollment numbers of the class. The course outline for History 100 Early World was updated in 2017 to ensure it met the Model Transfer Degree requirements for the CSU system.

With an increased number of Grossmont students coming from all parts of the world - East Asia, Central Asia, South Asia, Russia, the Middle East, Latin America, etc. and the growth of the Middle Eastern community now firmly established in East County, the History Department remains cognizant and sensitive to making sure course offerings reflect topics covering the wide gamut of global perspectives. Among the course that reflects this global, gender and ethnic diversity include Hist 103 (Twentieth Century World), Hist 114 and 115 (Comparative Early and Modern Americas), Hist 137 (East Asia), and Hist 148 (Emergence of the Modern Middle East).

The Department's largest contribution to college curriculum are the courses for General Education or transfer in the Humanities and Social Sciences. Therefore, the bedrock of the Department's sections are the surveys of U.S. History, World, and Western Civilization classes. The Department continuously ensures that all courses are meeting the standards of articulation and transferability and ensure they meet the model transfer degree requirements for any 4-year University.

PURPOSE OF SECTION 2.3: Explain how you incorporate new material in your courses on a semester-to-semester basis to maintain relevance and address current issues related to your discipline within the existing course outline.

2.3 How does your department use student engagement strategies in the classroom? How are your faculty including current issues in course content? Consider environmental, societal, ethical, political, technological, and/or other issues when answering this question.

As a field, History embraces revision, new interpretation, and the use of multiple lenses through which to understand past and current events. New discoveries or methods may overturn a previous long-standing historical thesis. Methodologies and new scholarly approaches to traditional historical subjects also frequently occur. As a result of this dynamism and reevaluation within the historical field, it is incumbent for instructors to maintain currency in the field and be willing to incorporate new information into the classroom. Grossmont's

History majors must be familiar with new methods, theories, and sources as they pursue transfer opportunities and advanced degrees at four year colleges.

By Department recommendations or individual initiatives, faculty read the latest history books and journal articles or watch historical documentaries that can also be shared with students. Faculty report regularly using the Socratic method as much as possible. Faculty engage students in historical literature by assigning points for completing “study guide assignments” that are reinforced in class. Faculty read new literature that they then refer to in class. Examples include the new Ron Chernow book on President U.S. Grant, which changes how one interprets the Reconstruction period; publications by Amity Schlaes are changing our perceptions of the New Deal; and Janet Bell’s new book *Lighting the Fires of Freedom* shines new light on the under-reported, unacknowledged role of women in the Civil Rights Movement. The new documentary “Dolores” finally gives Dolores Huerta her due as the co-founder (with Cesar Chavez) and chief negotiator of United Farm Workers. By bringing in these new sources and interpretations, students learn that history is not stagnant, but meaningful and applicable.

In addition, faculty attend lectures or seminars, enroll in courses at various colleges, or work toward advanced degrees. 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 interact with other historians to discuss the latest views, trends and ideas of history. Carlos Contreras and Oscar Canedo presented papers at the AHA twice since the last program review, one on a panel with adjunct Natalye Pass Harpin. 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 these 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 their findings in the classroom.

Faculty also engage in Workshops to gain new skills in Distance Education, with an emphasis on incorporating DE best practices into the classroom. Angela Feres was one of the first to pilot and adopt the new LMS “Canvas” after taking training classes, as was Kristin Hargrove. Sue Gonda, Carlos Contreras, Oscar Canedo, Joe Radzikowski, and Schorsch Kaffenberger were also early adopters of Canvas. Kristin Hargrove has gone on to present workshops to the Department and to work part-time in the LTRC to help with the College-wide effort to ensure all DE classes employ the best in technological and pedagogical resources to enhance retention and success, while allowing new techniques and resources to be employed to make the study of History a dynamic process.

2.4. What orientation do you give to new faculty (both full- and part-time), and 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, and curricular expectations (i.e. SLOs and teaching to course outlines)?

When searching and interviewing prospective adjuncts, the Department first determines if they are well-versed and knowledgeable in the discipline or sub-discipline areas (American, World, or Western Civilization history). The Department also asks about pedagogical approaches, evaluation methods, and even thematic approaches to the subjects. These sessions and interactions generally go well. But from here, this is where academic freedom surfaces. Although it's imperative to provide correct facts, teaching history is quite subjective and interpretive. Two instructors teaching the same course will cover the necessary topics in the Course Outline of Record, but focus on different events and themes. This also is evident within evaluation methods. One instructor may assign a term paper; another may use essay exams. One will require a fair amount of primary document readings; another may do this lightly. In short, instructors bring their own strengths, views, experience and ideas to their own classes which in a positive manner accounts for the enormous intellectual diversity of the classes. Having said that, there is a trend to use more visual materials – primary sources in Power Points, bits of video, or audio primary sources – to be effective in our world of media-savvy visually-stimulated students.

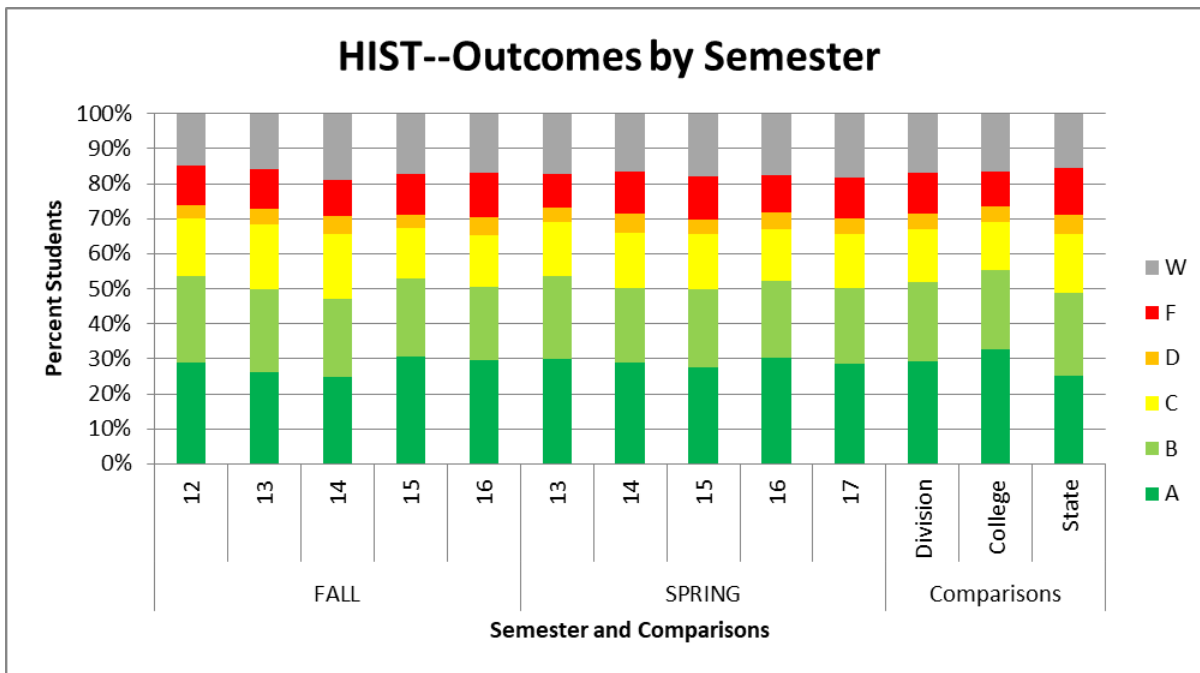
The History Department has achieved some consistency of standards among instructors. Among these are its SLOs. The Department's three SLOs must appear on all instructor syllabi: (1) how to create a thesis from primary and secondary sources, (2) explain cause and effect and (3) describe the importance of historical actors. There is a consensus among the faculty that every student should leave any history class with these skills, even though the subject matter differs, depending upon the course. Also within each course outline, the content area, which tends to be consistent through history texts, include key topics and terms that will keep the instructor focused on the material to be covered for that course. To maintain constant dialogue over any consistency over what is taught, formal and informal meetings are held to discuss this.

In addition, the faculty have been very active in the SDICCA Intern program that matches History MA students with faculty mentors. The program is instrumental in training new faculty, as interns shadow their mentors, attend meetings, attend classes, and eventually are allowed to lecture while being assessed by their mentor. The SDICCA program has produced some great success stories. Galit Gozer Stam, a former SDICCA intern, taught at Grossmont and now is at Cuyamaca, intern Patricia Manley taught at Grossmont until she received a full time position at a local College, and Moriah Gonzalez-Meeks was an intern of Carlos Contreras, then successfully transferred to a full time position at Cuyamaca. Patti Manley, a former SDICCA intern, is teaching full-time at Miramar College. Former SDICCA intern Kristen Marjanovic teaches full-time at Palomar College. SDICCA intern Jeff Baumann taught part-time for two classes before leaving for health reasons.

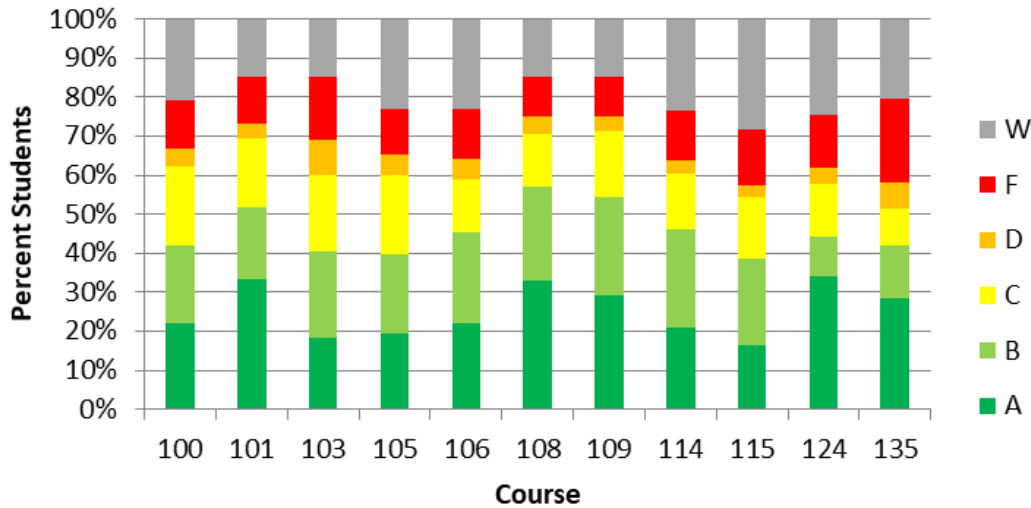
PURPOSE OF SECTION 2.5: To gauge the overall patterns of student success, retention, and grade distributions across the course offerings in your department. Here the committee is looking for explanation on unusually generous or rigorous grading patterns.

2.5 Referring to the Grade Distribution Summary graphs (see Appendix 1), comment on how your department patterns relate to the college, division and statewide patterns. 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. 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. [The Program Review Data Liaison can help you with this section and will be providing you with all required data.]

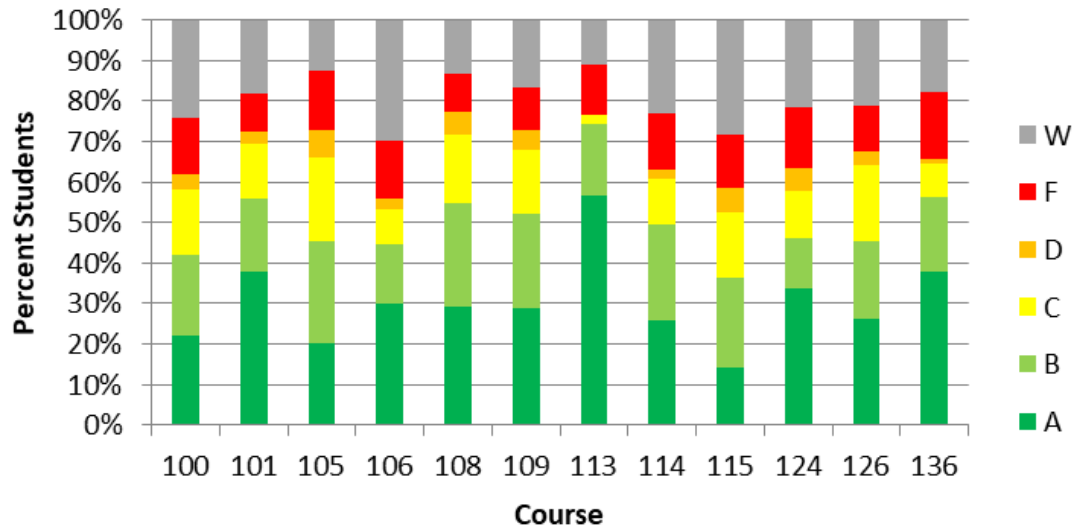
Appendix 1. Grade Distribution Summaries



HIST--Outcomes by Course, Fall



HIST--Outcomes by Course, Spring



Overall, History maintains stability across the years and is in accord with Statewide trends. As monitored per semester, there are similarities in the grade distribution for History 100, 101, 108, and 109 classes, which make up the bulk of our General Education transfer classes. With multiple full-time and adjunct faculty teaching a variety of classes, consistency in grading is a Department concern, as a reflection of the strength of curriculum and quality of instruction. History is a subjective discipline, with most courses requiring the presentation of information from multiple cultures and periods. The amount of information to cover in six, eight or full semester length

classes, requires choices be made from a course outline's content to avoid “not seeing the forest for the trees.” This being the case, even within the same course, no two instructors use the same textbook, primary source readings, cover the exact same historical figures and events, or even employ similar evaluation methods and testing. This is universal among history departments; while major events prescribed in the Outline will always be covered, to what degree and using what kinds of evidence will vary, as instructors utilize their subspecialties, strengths and abilities to make the past relevant to the present. Divergences are inevitable. What is a concern, is ensuring that these inevitable divergences are not extreme or out of range of the national or statewide standards. Judging from the data, the Department is stable and matches Statewide trends.

The larger range of grade distributions are found across the different specialty courses, which are the History 103, 114, 115, 124, 126, and 136 classes. History 105 and 106 are Western Civilization classes, which traditionally were not specialty classes but have moved from being a substantial part of the program to being only offered on a rotating basis, with only one offered each semester. This follows the national trends, in that World History has supplanted Western Civ as core courses. History 105 (Early Western Civilizations) focuses on the ancient and medieval western world has course content less familiar to students than its sister class History 106 (Modern Western Civilizations), which may account for the lower percentage of A grades in the class. History 113 is our Military History class, which attracts retired and active duty military students and is taught by our resident Military Historian who is a former Marine with a wide following. Students in this class are coming into it with a greater body of knowledge and a stronger skill set, which accounts for the higher success rates. Hist 113 is a real success story of the Department in matching student needs and interest with an adjunct with field experience. History 114 (Early Comparative Hist of the Americas) and 124 (Mexico) closely align with our History 100 (Early World) class as far as grade distribution is concerned. History 115 (Modern Comparative Hist of the Americas) has a lower overall success rate, which may be tied to the sheer complexity of the revolutionary, colonial, and imperial narratives of the modern Americas. History 136 (Medieval), offered as a stand-alone only once a year, has a grade distribution almost identical to our widely offered History 101 (Modern World) class, which is great for a class that initially attracts a specialized crowd, but then must retain them and ensure success. All this is to say that the content of the courses often dictates the extent to which students are able to navigate the subject matter, relate to the distant past, and succeed in the course outcomes. We are always using innovative ways to connect the students to the material, given the changing nature of how students learn and perceive via technology.

History as a discipline is not conducive to standardized calibrated grading. Since each instructor selects texts, primary sources, and utilizes pedagogical styles reflective of their strengths in methodology and focus, a universally applied rubric would not be tenable.

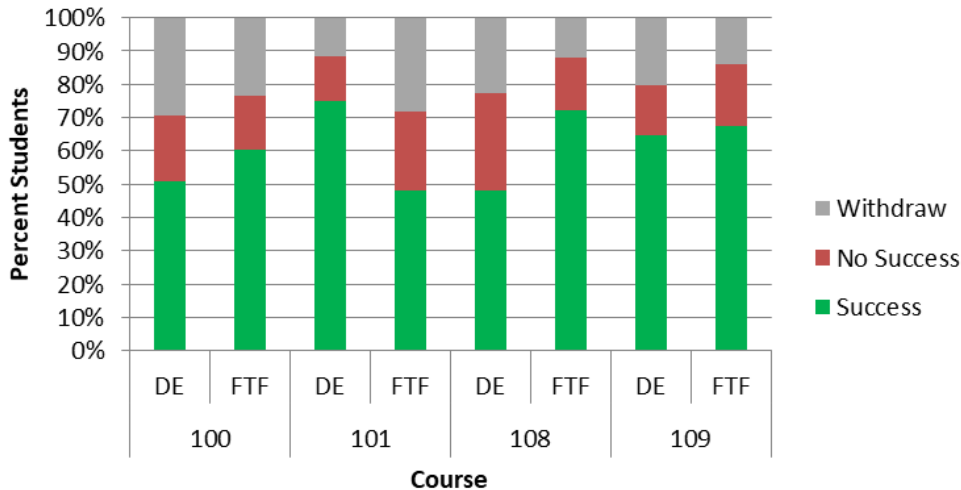
This latitude and flexibility helps student learning when instructors, each with specialty areas of knowledge, are allowed to design their course.

At the same time among faculty some "understood rubrics" strive for consistency in grading. Most syllabi adhere to grading components of class participation, writing assignments (whether essay or term papers), quizzes, individual projects and tests. Because tests and essays reflect content mastery, they constitute the vast majority of outcome assessments. Historians' opinions vary as to how strictly students should be graded on their grammar, punctuation, syntax and word choice in freshman-level history courses. There is no requirement for completing college-level English. While some states have placement of students in English BEFORE enrolling in history classes, this is not the standard in California Community Colleges. While there is a Recommended Prep of English 110/ESL 119 – which are one step below college level, and therefore what might be expected of a freshman, students enroll in history classes with an extreme range of English usage skills. Nevertheless, instructors still expect them to master historical content, identify the importance of historical actors, analyze historical cause and effect, and develop the ability to analyze primary and secondary sources to support a historical thesis. These are both the Department and course SLOs.

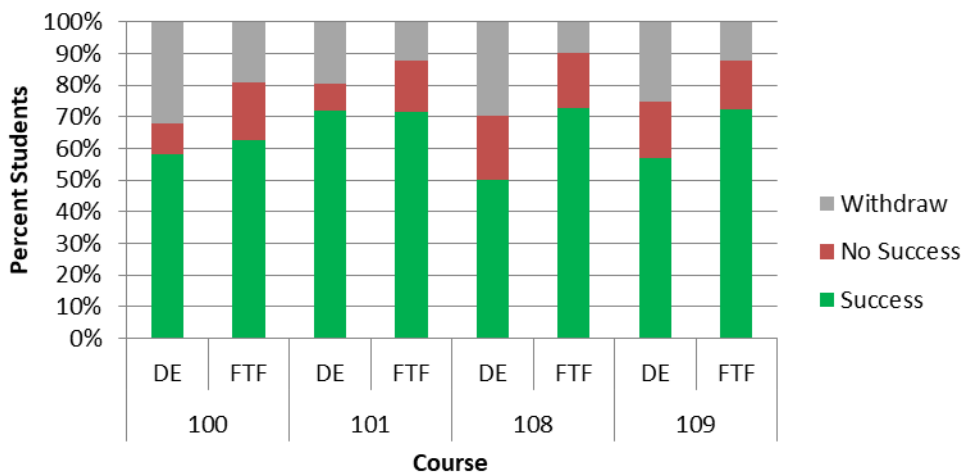
PURPOSE OF SECTION 2.6: To evaluate the department's success with course delivery methods in online vs. hybrid vs. face-to-face platforms.

2.6 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 method? Is there anything in the data that would prompt your department to make changes? (Required data will be provided by the Program Review Data Liaison – insert graph here).

HIST--DE Comparisons, Fall 2016



HIST--DE Comparisons, Spring 2017



The History Department mainly offers DE and face-to-face (FTF) classes. We have attempted Hybrid classes, but enrollment numbers were not efficient enough to keep these sections. Retention remains an ongoing emphasis of the History department. In Fall 2016, DE vs FTF success rates in History 100 reflected a 10% less value, whereas Hist 101 had higher success rates in the DE mode, 108 was 20% lower in the Online versus FTF, whereas Hist 109 DE and FTF were quite similar. Overall, DE success rates were higher in Spring 2017, with the exception of History 108 which remained static. All Online faculty must be certified reflecting the completion of an Online training class either completed at Grossmont or a recognized institution or provider. In anticipation of the transition from Blackboard to Canvas, History began to send DE faculty to Canvas certification classes and workshops early, with some History faculty being early adopters of the Canvas platform. The focus on DE training and discussion at department meetings on best practices may account for the raise in success rates from 2016 to 2017, which is a positive trend on which the Department hopes to

capitalize. The Department will also discuss the higher success rates in certain courses, in the hopes that the faculty teaching those classes will offer guidance, tips, and examples to help the faculty in all DE courses continue to improve their practices to retain and ensure student success.

2.7 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. (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 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 develop a cohort group that will more easily transfer to a two or four year College, persist, and ultimately succeed in gaining the hard and soft skill necessary to compete in the job market. History is currently investigating expanding Dual Enrollment to other East County High schools, as well as expanding the range of classes offered at the High Schools to include our highly desired Hist 108 and 109 classes, which fulfil the GE transfer requirements to the CSU system.

PURPOSE OF SECTION 2.8: The committee wants to gauge if students are able to transfer successfully to four-year universities via your articulation agreements.

2.8 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.

The History Department ensures that all articulations are current by maintaining a close relationship with the Counseling Department and the Articulation Officer. Since our last program review, we reviewed and updated any course outlines that needed updates. Subject matter experts reviewed and revised the outlines before sharing and explaining changes with the full department prior to the final vote on the modification. The process included updates to reflect current trends in the field, both in terms of course content, delivery modes, and in terms of pedagogy. The emphasis was ensuring our courses reflected current knowledge, satisfied GE requirements, and conformed to the model transfer degree in History developed for CSU transfer.

SECTION 3: STUDENT LEARNING OUTCOMES

3.1 Describe any changes (e.g., addition/deletion of SLOs, postponement of assessments) your department has made to your SLO assessment cycle. Include a brief description of why these changes were necessary.

Our six-year SLO PSLO plan has been updated and we are in our 2nd 6 Year cycle of assessment. We continue to engage as a department, at our Department meeting which include full-time and adjunct faculty, in discussions related to SLOs and how they relate to our courses and Program. These discussions allow faculty to participate in meaningful dialogue about what we expect our students to learn and master in entry-level survey classes in History, how we can refine our methods, how to improve our ability to engage our students and attract a new and expanded audience, and how we can instruct our students to be critical thinkers and learners.

We are focused on continuing our success at educating students on how to recognize, craft, and support thesis statements related to historical events, recognize primary and secondary sources and become comfortable assessing them and using them, and to gain knowledge of important individuals and events in history and articulate a coherent statement of cause and consequences. We continue to discuss SLO and PSLO data at our Department meetings, which include full-time and adjunct faculty. SLO data from all three SLOs is at and above our target. Data supports the success of the History program in areas related to providing students with the skills needed to transfer to a college/university or to enter the work force with the soft skills in demand by employers in many sectors.

3.2 Give examples of how your department/unit has used SLO assessment results to improve a course, course sequence, and/or program over this program review cycle. In your narrative, please pay particular attention to assessment of courses that directly lead to a certificate/ degree/transfer (e.g., English 120, Psychology 120) and/or constitute a high enrollment course. For help with this prompt, please see the chart on the following page:

In our first SLO cycle, we determined through a Department discussion and analysis of our Student Learning Outcomes and the results of our first year of assessment, that our SLOs did not reflect the skills we wanted our students to have after taking a History class. With that in mind, we redesigned our SLO and PSLOs with the help of the former SLO Coordinator Devon Atchison. This was done during our last program Review cycle. As a result, we ended up with revised learning outcomes more reflective of an introductory level of skills a College History student should be expected to gain, which include recognizing a thesis statement, explaining cause and effect in historical context, and recognizing significant individuals related to an event while recognizing and using primary and secondary sources.

The History department has a template used to assess SLOs; all three are assessed for each course as per the Six-Year Plan, that presents students with primary document selection, art, and/or artifacts to help students recognize the variety of primary sources available to use from different disciplines, as well as secondary sources. The students are then encouraged to use these sources to support a faculty provided thesis statement, determine the viability and types of sources, place them in context, and discuss the people/event related to the sources, as well as to make a statement regarding the important, the cause and consequences, relevant to material. Faculty offer a variety of opportunities for students to engage with primary sources, those from eras and locations being studied, and construct their own thesis statements using these primary sources.

At the heart of the History Department SLOs is students' ability to understand and articulate a historical thesis and understand the use and difference of primary and secondary sources. Students need to know that a thesis is an argument not a statement of fact and primary documents are created at that time of the historical event while secondary sources are books, essays and articles written by subject matter experts who interpret the past. Throughout the speed of a survey course often this information gets lost for students and it will surely reflect in an in-class SLO assessment. Therefore, in one History 100 class, the instructor gave weekly assignments centered around primary document analysis and distributing secondary source reading. These weekly assignments reinforced the difference between the two kinds of sources. Also, students were frequently asked to find and discuss theses or arguments they would find within these documents. It's the frequency of referring to the SLOs, as opposed to introduction of this knowledge later in the course, that led to improvement in the percentage of students acquiring the SLOs. The hope is to enable students to recognize scholarly thesis statements early on in the course in order to analyze and assess them, learn to recognize different historical methods, and recognize bias and presentism in some arguments.

3.3 What resources (time, professional development, curriculum approval process, etc.) did you need to carry out these improvements? Please explain.

When the Department realized its original SLOs were not appropriate measures of what a History student in any course and in a Program should know, our then Department SLO person Devon Atchison, who also served as the SLO Coordinator for the College, led the Department discussions that allowed for the construction of more meaningful SLOs. This was done at a Department meeting held after the regular Flex Week meeting. Devon Atchison constructed the rubric and the template for the SLO assessment used by all faculty to assess all three SLOs per our six-year Plan. While the History Department is meeting its target benchmark, we continue to strive to maintain if not exceed these. We hold SLO discussions twice a year at our Department meetings during Flex Week.

The use of the SLO template developed by the Department, has been instrumental in supporting our student learning assessments. The Department collaborated on its flexible design and uses a standard rubric for reporting.

3.4 What evidence did you collect to demonstrate that the planned improvements were successful? If you have yet to assess the improvements, what evidence do you plan to collect?

Our SLO Template and reporting rubric have allowed us to assess our SLOs and PSLOs. The data reflects that the department is meeting and even exceeding its goals as established in our learning outcomes. As has been supported by our SLO data, we are successfully teaching students to recognize scholarly thesis statements in order to analyze and assess these, our students are successfully understanding and discussing different historical methods, and they are learning to successfully recognize bias and presentism in some arguments.

3.5 How will you use this evidence to ensure ongoing course/course sequence/program improvements are sustained?

On the course and program level, SLO assessment data is used to assess our overall health as a program. We have determined using our course level data that the History program at Grossmont is providing students with the skills needed to transfer to a college/university of higher learning or to enter the work force with enhanced critical thinking skills, a knowledge of diverse cultures, and skills in analyzing material to make good decisions.

SECTION 4: FACILITIES AND SCHEDULING

PURPOSE OF SECTION 4.1 – 4.4: To determine how departments utilize various campus services and the impact on student access (consider facilities, scheduling, campus resources and technology).

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 during the recent construction we have also used rooms in the 300 buildings as well.

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

Yes X No ___

If you checked 'yes', please explain how your department/program utilizes facility space so your department can meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are being met.

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 History Department continues to eagerly await the start of construction on the 500 Building, which seems to be moving forward at a glacial rate. The 500 Building is where History courses are usually held, and the

classrooms have to suffice for our basic needs at this point. It is the hope of the Department that once the new 500 building is constructed, it will offer a more spacious and modern learning environment for students, newer technologies, better organization and lighting in the classrooms, and study space. History faculty tend to use the entire classroom for both lectures and group activities. Interaction during lecture between the instructor and students often involves an instructor walking about the class engaging with students. Most also use Power Points, which allow students to more easily take notes as well view historical documents or other images together. This requires a large screen, an ability to keep the classroom with enough light for interaction and note-taking, while at the same time keeping light off the screen for images to be clear. This is sometimes possible in our current classrooms, but we make do when we need keep the room darker for the best views of the screen.

Likewise, the large multi-use desks currently used in the 500 building are terrific for accommodating students' physical needs, but they take up a tremendous amount of space, making it difficult to stroll the aisles and be more engaged with the students. Some classrooms have permanent ascending desks or tables which are not conducive for student group work. Again, we make adjustments so that we can be as engaged in discussion with the students in the room as possible.

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 has adopted a scheduling process that would allow students to complete a sequence of classes each semester greatly shortening the time to completing the History GE requirements, transfer degree, or AA in History. The Department has done this by offering 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.

4.4 Identify and explain additional needed technological and equipment resources that could further Enhance student learning in these spaces.

The use of Course Capture technology, which would enable faculty to record their lectures in real-time using the camera and sound system in the classrooms would be highly useful. These lectures would be stored in Canvas so students could use them to review.

PURPOSE OF SECTION 4.5: To have departments determine, based on their review of waitlist data and student feedback, if their program could serve more students if it had more facility resources available and/or used them differently.

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

Yes___ No_X__

If you checked 'yes', please explain how students are being negatively impacted by unmet facility needs experienced in your department/program. Please provide some specific examples.

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.

4.6 If applicable, please include any additional information you feel is important regarding facilities and scheduling that was not included above including non-classroom spaces such as offices, storage, preparation areas, open workspaces for students/tutoring, etc.

At this stage, all technology is sufficient for our needs, however, we hope in the future to see Course Capture used in all smart classroom. Lecture capture technology would allow faculty to record their lectures and store them for student access. As well, special presentations and guest lectures could be captured for review. An increase in internet access in offices and classrooms would also be appreciated. Technology such as jump drives, electronic pends, voiceover software, or external hard drives are purchased as needed through the Department budget.

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. In addition, you should 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 is causing these patterns [Data and a summary of notable patterns will be provided by the Program Review Data Liaison].

Enrollment has declined in the History Department, as it has for many Departments College wide. Grossmont is one of 23 California Community Colleges experiencing a contraction in enrollment. Gender ratios are more even than the over-all College ratio, which is great as History had traditionally been a male dominated field. Our numbers indicate we are attracting a near equal gender ratio, which hopefully will replicate itself in over-all

History majors and Department hires in the future. Enrollment by age is relatively static and mimics that of the College ratio, with a rise, fall, the subsequent rise that more than likely resembles the size of High School graduating classes in East County feeder schools. As well, ethnicity ratios are similar to the College. Our lowest represented ethnicities are American Indian and Pacific Islanders, with Filipino students making up between 3%-4%, Black student ratios have dropped from a high of 8% in FA10 to the current 6% mark, Asian students currently make up almost 7% of our population, with ca 7.5% as 2+.

5.2 Discuss trends in student success and retention overall in your department and explain these trends (e.g. campus conditions, department practices). Also 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. [Data and a summary of notable patterns will be provided by the Program Review Data Liaison]

Student success and retention rates for History nearly meet the College success rates. The College target success rate is 75%, with the College meeting a 69% over-all rate based on a 5 YR average. The History Department success rates range from a low of 65.3% in Fall 2015, to a high of 70.0% in Fall 2011. In the area of course retention, History has met or nearly met the over-all 5 YR College rate of 84% and the goal of 85%. Our lowest year, Fall 2014, had History at an 81.3% rate, whereas most years saw History 82.7% and higher, with a peak of 85.4% in Fall 2011. These are extremely healthy numbers well in accord with the College goals. This pattern, however, is not represented in our Summer courses. Summer courses have seen a decline in success and retention rates to a low of 71.4% success in Summer 16, although the retention rate for that semester was 86.2%. As an overall pattern, our retention efforts are succeeding the summer, but our success rates are declining. This may be a result of a move in our Summer semester to align more closely with the close of the High School year, which enables more recently graduating students to attend classes; this is great for enrollment, but these students may not have been ready for College classes. Our new Dual enrollment classes which allow students to take College classes while still attending High School should address issues of College readiness and provide clearer pathways to success.

Success rates aggregated by gender indicate extremely close rates for men and women. Neither group is much more or less successful in History classes. Aggregated by age groups, all ages are succeeding good rates, with those 50+ having a 10% higher success rate, which would be expected due to their greater maturity, focus, and self-motivated learning styles, as well as real-world experiences. Looking at changes over time in specific subgroups, a slight decline in success rate is evident in the total students graph for Fall and is also reflected in the 25-29 year-old age group, probably because these ages make up the majority of students, however the same trend was not evident over time in <19 or 20-24 year-olds. The only age groups with downward trends in spring were 25-29 and 30-49, although there is no general downward trend in Spring semesters. There was no decline over time for Fall or Spring in males or females or in any of the ethnic groups besides Filipino in Fall.

Broken out by ethnicity, white and Asian student have higher success rates than other ethnicities, closely followed by AI/AN students. Filipino students are within 5% of meeting AI/AN students. There are significant equity gaps in success for Black and Pacific Islander students in the Spring and the Fall semester, with an above noted decline, though slight, in Filipino success rates in the Fall.

Two of our GE History courses are on the "top 12" list of classes identified campus wide as needing to do more to ensure the retention and success of these at risk groups; these are History 108 and History 109 (American), which serve a large number of students. The Department is in ongoing conversations on Student Equity and Inclusion. The Chair met with the Student Equity Co-Chair, as well as members of the Student Success and Equity committee and the Division Dean in Fall 2017 to discuss the numbers and plans for College and Department wide workshops, training sessions, Professional Development opportunities, and Summer Leadership Institutes to help develop strategies to increase student equity and success, and retention.

5.3 Describe specific examples of departmental or individual efforts, including instructional innovations and/or special projects, aimed at encouraging students to become actively engaged in the learning process in their classes.

The Department continues to assess student success using course level SLO assessment and PSLO assessment using course level data and faculty discussions on a regular schedule. Data from course level assessment is used to generate discussions about student success and retention. In addition, the History department continues to support student success in a variety of ways. There is a student history tutor at the Tutoring Center to assist students with typical assignment and test preparations. In addition, prior to the contraction in enrollment, the History Department participated in Freshman Academy and the Umoja Program. Our intent is to resume these important collaborations as soon as enrollment improves.

In the Fall 2014 semester, the Department successfully petitioned for new wall maps for some of its higher use classrooms. These maps will enhance student success by allowing students to gain a deeper understanding of the geographical locations they are learning about, while will increase their grasp of global geo-political events in world history in the past and present

5.4 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.

Faculty are invested in providing opportunities for active and applied learning for students. Most, if not all, instructors provide extra credit opportunities or alternative assignments for students to attend campus or community events, films, or other activities that relate to course content. For example, Schorsch Kaffenberger has developed a relationship with the local museums in Balboa Park. Through this relationship, he has been able to provide internship opportunities for interested and promising students in his class. He also regularly offers extra credit for attendance at local museums. Sue Gonda has her students attend social justice events and on-campus gatherings related to her American History classes, as an effort to help students witness history in action, experience historical empathy by experiencing diverse, often marginalized, groups partake in activism, and then relates the experience to course content. This also serves to foster cross-cultural awareness and communication. She has also provided service-learning opportunities as extra credit; and most recently, students have the option to serve 15 hours participating in student clubs and help their planning and execution of campus events. Students maintain a journal based on course content-related prompts, and they produce a reflection paper at the end of the semester relating their experience to American social and political organizing and participation in the democratic process. Marty Ennis has provided numerous extra-curricular opportunities for students to engage with local history and through the Living History Lecture and Film Series. He single-handedly produced an antique car show, that highlighted the history of the automobile (crucial to California History) by having a variety of cars from different periods on campus, demonstrations on how engines work, and a lecture on the importance of Henry Ford and the assembly line to U.S. History. He also presented a lecture on Flight 182, which crashed in North Park San Diego in 1978. The presentation included first-hand accounts by witnesses and first-hand responders and culminated with a visit to the crash site. Moreover, Marty has worked with local community members to have a memorial erected. Marty also provides opportunities every semester for students to engage with one another and history through films and lectures. These events are always well attended. Joe Radzikowski's *Presidential Leadership in Crisis* series, which highlights a different President each semester serves a similar function. Sue Gonda is also a club advisor for the AAUW Club (American Association of University Women) and for the SOGI Club (Sexual Orientation/Gender Identity) on campus. Her service advising the club has facilitated the important work of including the LGBT community in the history of the campus and the community. Her work contributed to the designation of some public restrooms as "all gender," served to include all community members at Grossmont.

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

N/A

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

[This data table will be provided to you by the Program Review Data Research Liaison.]

Degrees	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	Total
History	13	14	9	7	3	3	1		50
History for Transfer	--	--	--	--	30	30	33	38	131

As is the nationwide trend, History majors are in sharp decline. From a high of 14 in 2010-11, we have fallen to one History student who declared a degree in History. Despite this, we have a high of 38 students transferring with History as their declared as their Program for Transfer. The Department is pleased to have such a significant number of History for Transfer students, as this indicates we are successfully reaching out to students with our valuable transfer program.

5.7 If you have any information on what students who major in your department go on to achieve after they leave Grossmont, please share that with us. For example, where do they transfer and do they graduate on time? What careers do they pursue? What are starting salaries in the field? Do you know if they go on to employment in their field and professional success? What impact did Grossmont have on their lives?

At the time the College does not have a way of tracking students after they leave Grossmont College. We know from our student's introductions that many plan to transfer to SDSU, UCSD, or Point Loma after leaving us. Many faculty have individual personal stories of our students who have kept in touch with them. Those communications reveal that many successfully transfer to SDSU, in particular, where they graduate with teaching credentials, Business, Psychology, or History degrees. A few we 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 would be wonderful, though logistically impossible, to track students who leave the area or attend schools other than local ones. We must rely on those who voluntarily maintain connections.

SECTION 6: STUDENT SUPPORT AND CAMPUS RESOURCES

6.1 Are the college's student support services (Tutoring, Counseling, Health Center, Library, Financial Aid) adequate to meet your student's needs? Please elaborate on your answer.

We continue to work with the Library to ensure books, articles, and DVDs important for our Department are purchased. Instructional support for the History Department primarily comes from the Tutoring Center, where we have established tutoring hours. In addition, the History Department also sends students to the English Writing Center to improve papers. As is no doubt always the case when College funding is shrinking, of course support services are not adequate to our or the College's needs. Basic skills students need supplemental learning opportunities to be successful in history classes. Most needed is *outreach* to students and a *visibility* of support services, such as tutoring, the new Grad Coach, Peer Mentors, etc. These are terrific additions for

our students, but we look forward to a more coordinated effort with instructors to get the word out. (We realize that is always the greatest challenge.) The student success efforts in the college are beginning to plan how to address the needs of underprepared or first-generation students – not just for history students, but for all students, especially those disproportionately impacted by college institutions and those students struggling in Grossmont’s targeted, popular 12 classes which serve so many of our GE students. The expansion of Student Mental Health to have a fulltime and new part-time practitioners has been imperative, as all instructors are seeing the rise in students confiding about stress, anxiety, depression, and more.

6.2 What services do students in your department/program use most often or that make the most difference? Can you provide any examples where services have clearly improved student retention and success?

The Writing Center is a huge benefit to students. Faculty regularly send students to the Writing Center for help with papers and essays. Without this valuable resource, students would not be able to successfully complete History classes, particularly those who are ESL students. The Library is also a highly used resource. Many faculty place copies of the text used in class at the Reserve desk for student use. This is a huge benefit to students who cannot afford to buy an assigned text. In addition, as History classes often require papers, the books and articles in the Library provide exceptional access for students. The Tutoring Center is absolutely essential for student success. History has been able to identify advanced students for the Tutoring Center who have been instrumental in helping students succeed in History classes.

6.3 Are college support services adequately supporting your faculty and staff? Consider the following support services: IT, Instructional Operations, Business Services, Printing, Bookstore, Maintenance, CAPS, and any other support services important to your faculty and staff.

College support services are adequate – if not stellar - with the exception of our need for better wifi throughout the campus.

SECTION 7: ON CAMPUS/OFF CAMPUS INVOLVEMENT

Faculty	Activity/Committee	Year (s)	Value to Student Success
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Angela Feres	History Brochure, Chair of History, SLO Co-	2013-2018	Provided marketing and informational brochure to help
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	Coordinator, SLO Coordinator, Instructional Review Committee		students understand the value of history classes, helped craft and maintain Student Learning Outcome assessments to support learning at the course and program level, managed the Department including student outreach and support, participated in the review of proposals for the allocation of College funds to help support the College community.
Sue Gonda	Academic Senate President	2010-2015	Represent faculty in student success planning and implementation. Shared governance structures.
	Coordinator, Cross-Cultural Studies,	2015-ongoing	Supports collaboration between departments, esp. in updating and promoting cross-listed courses with History.
	Club Advisor, SOGI and AAUW Clubs	2015-ongoing	Student engagement
Marty Ennis	Living History Lecture and Film Series	Ongoing from 2013 onward	Collaboration in shared events, working with campus student services, outreach to the community, creation of professional development activities. Student engagement
Carlos Contreras	Amer. Hist'l Assn, Nat'l. Endowment for Humanities, and Sabbatical Leave Award	2015, 2016, 2017, 2018	Collaboration with Spanish and ESL to ensure History 114 and 115 were part of these majors, outreach to the community through conference participation, creation of professional development activities based on sabbatical

			research and conference attendance.
Oscar Canedo	NEH and AHA	2017-2018	Outreach to the community through conference participation, creation of professional development activities based on sabbatical research and conference attendance.
Ann Bryan	Virtual Archive	2015-ongoing	Grant writing and the creation of an archive to support the preservation of the College's History.
Kristin Hargrove	Virtual Archive, Canvas Workshops, TTLC	2015- ongoing	Grant writing and the creation of an archive to support the preservation of the College's History. Sharing of expertise in Distance Education and the Canvas LMS to support best practices and student retention and success.
Angela Feres, Don DeAngelo, Schorsch Kaffenberger, et al.	"Got Plans?"	2015	Marketing opportunity staffing a booth at a College Fair.
Joe Radzikowski	<i>Presidential Leadership in Crisis Lecture Series</i>	2013-ongoing	Outreach to the community through creation of professional development activities. Shared expertise through lectures. Providing Honors classes to enrich student learning. Student engagement
Natalye Pass Harpin and Mary Stout	Dual Enrollment at Helix High School	2017-2018	K-12 outreach: supporting the next generation of College students through exposing them to College classes early in their education.
Robert Henry	Curriculum Committee, conference attendance,	2006	Reviewing curriculum to ensure it meets accreditation

	Sabbatical leave		standards and supports student learning. Also, received sabbatical leave to write a text for 20 th Century History
Bonnie Harris	<i>An Open Door</i> documentary		Traveled extensively to deliver lectures in support of her award winning documentary, <i>An Open Door</i> , about the experience of Jewish people taken in by the Philippines
Jerry Baydo			Ongoing work as editor and owner of a low cost faculty driven textbook company, National Social Science Press. Organizes several conferences for online faculty in the U.S. and Asia.

7.1 Referring to the above table, what activities contributed the most to student success?

The Dual Enrollment program at Helix High School will be instrumental to facilitating student success by providing local High School student with the skills necessary to successfully transition to College, while also providing the History Department with an important tool for enrollment strategies. The student engagement activities of Marty Ennis, Joe Radzikowski and Sue Gonda: One of the College's Strategic Plan goals is to increase student engagement and thereby increase retention and completion. Sue Gonda's involvement as Club Advisor provides crucial outreach and support to a vulnerable population of students in SOGI and provides bonding, support and leadership opportunities for the AAUW and SOGI club members. The professional presentations and attendance at conferences allow faculty to provide the enrichment that students need in order to become engaged, thoughtful, and informed community members. The currency faculty maintain in the field can only benefit students and the College by augmenting traditional narratives, providing opportunities for new methods, establishing relationships in the field that nurture connections important to helping our students transfer and find mentors, and engaging faculty and students in a broader and deeper level of academic discourse.

7.2 Please provide an overall reflection of your department's activity displayed in your table

The history of Grossmont College had never been collected, written nor preserved. Two adjunct History department members, Ann Bryan and Kristin Hargrove, developed a proposal to create a Virtual Archive of Grossmont College History. This work began when they collaborated to research and create a display for Grossmont's 50th Anniversary. They went on to collaborate with the Alumni Foundation and have presented their work to the Dean. This is an ongoing project that is capturing oral histories from alumni and current students, and is a means to preserve, archive, and house artifacts and records of Grossmont's past and present to educate future students and employees. In 2015, Ann Bryan organized a subcommittee designed to pursue grant money for the project. Bryan and Hargrove continues to work on developing the Virtual historical archive with the support and collaboration of Grossmont's Librarians., They have also made contacts with Cuyamaca College that will allow this to become a District effort that will help enhance collaborative efforts between the sister colleges. The Dean of ESBS at Grossmont provided funds, as did the History Department, to purchase software for the Archive. The Library has provided an office for the Archive.

As part of our outreach to other programs, Marty Ennis manages our Living History Film and Lecture Series. In the 2015 Fall, Marty Ennis presented a film through the Living History Lecture and Film Series tied to the theme of Water. During the Spring 2015 and Fall 2016 semesters, Marty Ennis presented films and lectures on Flight 182. These were meaningful Community outreach presentations that showcased SD history. These lectures were attended by family members, students, faculty, and staff, as well as first responders who shared their memories. He visited the crash site produced video material on efforts to get a memorial for the area of the crash. During the Fall 2017 semester, Marty Ennis presented a lecture through the Living History Lecture and Film Series on Food in the Golden Age of LA Fall 2017; This was tied to the One Campus, One Theme topic of Food in the 2017-2018 year. He also organized a car show with a lecture on the History of the Automobile Spring 2017.

In April 2013 part-time instructor and the Department's resident military historian Joe Radzikowski gave a Professional Development and campus wide lecture on "Lincoln as Commander-in-Chief." This lead to increase knowledge about Lincoln, the relationship he had with his generals and military strategy in fighting the Civil War for both student and faculty alike. Robert Henry also in Fall 2012 gave a Professional Development presentation entitled "The Lost Art of the Lecture," covering the "do and don'ts" of effective classroom lectures and presentations. In Fall 2014, Marty Ennis, Sue Gonda, Joe Radzikowski, and Robert Henry presented as part of a Panel on WWI for the Living History and Film Series to honor the 100th anniversary of WWI. In a related lecture, Joe Razikowski presented on President Wilson's "Secret War." In 2013, the History Department also has participated in Professional Growth workshops with Angela Feres' SLO workshops, Robert Henry's "The Lost of the Lecture," and Joe Radzikowski's lecture series on President Abraham Lincoln. Dr. Carlos Contreras presented in 2015 for Political Economy week, while Joe Radzikowski presented on Lincoln in the Spring of 2015 and FDR in the Fall. In Fall 2017, Joe Radzikowski lectured on WWII. In the Fall 2017, he lectured as part of Political Economy week. Kristin Hargrove presented two workshops for faculty on Canvas. In Spring 2015, Joe Radzikowski lectured on Lincoln. In the Fall 2016, he lectured on Terrorism as part of Political Economy week. Oscar Canedo presented to the community on Frieda Kahlo's work.

In Fall 2015, several faculty, Angela Feres, Daniela Ashburn, Schorsch Kaffenberger, Patti Manley, and Don DeAngelo, participated in the Got Plans event that was marketed to High School students. This provided the

Department with an opportunity to market our Spring classes and History in general to a new generation of incoming students. Angela Feres designed a brochure in 2018 that will be used to market the History department at local High Schools and in the Counseling Center at Grossmont.

The History Department provided opportunities for faculty and staff to attend lectures and films through our Living History and Film Series and the Presidential Leadership in Crisis lecture series. Carlos Contreras attended several conferences and presented on these at the Spring 2016 faculty meeting. Thanks to funds from the College, Robert Henry was able to attend the annual Association of Asian Studies Conference in San Diego in March 2013 to incorporate new scholarship and historical ideas about Asian history into his East Asian history course. Sabbatical funds allowed Robert Henry a semester to write a book on 20th Century history that he uses in his History 103 class. Sabbatical funds also enabled Carlos Contreras to travel through Latin America Fall 2016; he presented his findings Spring 2017. In Fall 2013, full-time professor Carlos Contreras has received two grants from the NEH to study 19th century California coastal history and the slave culture and language of the Gullah region in South Carolina. Jerry Baydo is the executive director of the *National Social Science Association* which has over 2500 members nationwide via which he provides faculty with the opportunity to participate in conferences, seminars and publications that focus on research, teaching, and technology in all the social sciences.

Since Fall 2015, the History Department has facilitated the training of faculty in online teaching via classes offered at Grossmont to help the Department with DE classes. A few more History faculty took the online teaching classes offered in the Fall 2015 semester to help the Department with DE classes. The Canvas system has allowed our DE faculty to design students modules that include readings in text, lectures, videos and in some cases power points that actively cater to the learning styles of students today. Angela Feres attended a PD online class on Literacy in the Classroom during the Spring 2016 and a 20 hour Canvas workshop in the Fall Of 2016. Feres also completed a semester length Online Course Design Workshop in 2016 and in 2018 a QTL Online Review class of 20 hours. Numerous Professional development activities are provided for faculty at Grossmont College. In 2015, four adjuncts attended the Summer Learning Institute and presented on their work during Professional Development week Fall 2015.

Angela Feres has served as Chair of the Department since 2013. Sue Gonda is interim Chair of Cross Cultural Studies, is on the Student Success and Equity Task Force, and serves as Club Advisor. Angela Feres served on the Instructional Review Committee from 2013-2015. Sue Gonda served as Academic Senate President , 2010-2015. Angela Feres served as Student Learning Outcome Coordinator from 2013-2014, and prior to that was the Co-Coordinator with Devon Atchison, a History faculty member who has since resigned. Robert Henry served on the Curriculum Committee approving courses and degree for the new state Transfer Model Curriculum in 2012-2013, after his term as Chair of the Department ended. In addition, everyone from Sue, Angela, Carlos and Kristin Hargrove participated on the writing team for Grossmont's self-study accreditation report in 2013. Angela Feres also served on the TLC Best Practices Committee from 2010-2012.

7.3 Are your overall faculty professional development needs sufficient to ensure students are successful in your program?

Yes No

If no, please describe what faculty professional development needs are not being met.

SECTION 8: FISCAL & HUMAN RESOURCES

HIST					
	FA12	FA13	FA14	FA15	FA16
Earned Enroll	2,513	2,667	2,744	2,679	2,557
Max Enroll	2,498	2,864	3,151	3,315	3,066
% Fill	100.60	93.12	87.08	80.81	83.40
Earned WSCH	7518.68	7,976.91	8,377.40	8,026.46	7,679.61
Total FTEF	10.20	11.20	12.60	13.20	12.60
Earned WSCH/FTEF	737.13	712.22	664.87	608.06	609.49
	SP13	SP14	SP15	SP16	SP17
Earned Enroll	2,937	2,789	2,719	2,827	2,768
Max Enroll	3,334	3,337	3,661	3,611	4,190
% Fill	88.09	83.58	74.27	78.29	66.06
Earned WSCH	8777.31	8,334.14	8,116.44	8,424.70	8,277.87
Total FTEF	13.20	13.40	15.00	14.80	17.00
Earned WSCH/FTEF	664.95	621.95	541.10	569.24	486.93
	SU12	SU13	SU14	SU15	SU16
Earned Enroll	0	237	357	513	632
Max Enroll	0	246	446	648	838
% Fill	N/A	96.34	80.04	79.17	75.42
Earned WSCH	0.00	713.81	1,075.04	1,556.98	1,895.15
Total FTEF	0.00	1.00	1.60	2.60	3.20
Earned WSCH/FTEF	N/A	713.81	671.90	598.84	592.23

Refer to the Table provided that shows Enrollment, % Fill, Earned WSCH, FTEF and WSCH/FTEF to answer these questions. Data for Fall, Spring and Summer semesters are provided separately.

8.1 Describe any patterns in enrollment; maximum enrolment 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?

In response to a College enrollment decline since 2013, caused partially by demographic issues and changes in employment patterns, History has had to compress its schedules and reduce high caps. All classes that had caps over 50 have been reduced to 50 and below in an attempt to fill all sections of an offered course. In 2012, at the height of an enrollment surplus caused by economic dislocation and a contraction of CSU/UC History enjoyed over a 100% efficiency demonstrated by fill rate. The subsequent slump in enrollment has History in the Summer 16 at 75.42% efficiency, Fall 2017 at an over-all 83.40% efficiency rate, and 66.06% in the Spring 2017. In consultation with the President, Vice President, and the Dean the Chair of History has compressed the History schedules, deleting afternoon, evening, and weekend classes, as well as duplicate course offerings at unproductive times and days. It is the hope of the Department that these ongoing efforts will stabilize efficiency and allow a slow build to consistently high efficiency rates in the Fall, Spring, and Summer.

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.

The History Department does not continually offer courses that are historically under-enrolled. The exceptions are if a course has not been offered for a few years and is now returning to the lineup. This class would be kept to allow time to develop a following. Also once a year specialty courses that are unique to help students gain elective credit that match the interests of their major or gain cross-cultural knowledge are kept. For history majors, specialty courses allow students to gain an intellectual foundation for upper-division courses when transferring. For example, in the past, History 154 and 155, focused on women in early and modern world history was often under-enrolled but useful in helping students who wished to become Women's Studies or cross-cultural (interdisciplinary) majors at the universities, in addition, they provide support and outreach to women who are underrepresented in standard history courses, not to mention within the History profession. History 124, History of Mexico, is under-enrolled, but is necessary for fostering cross-cultural awareness, diversity, and for majors in a very valuable field of History.

In consultation with the President, Vice President, and the Dean the Chair of History has compressed the History schedules, deleting afternoon, evening, and weekend classes, as well as duplicate course offerings at unproductive times and days or that competed with one another, lowering over-all efficiency. Friday and Saturday classes, with which History experimented for a few years, are no longer offered as the experiment proved inefficient. Evening classes are no longer offered, as night classes no longer draw students. By compressing our course offerings and right sizing Spring to more adequately reflect demand, the Department should see great efficiency.

In addition, in response to growing demand for Distance Education classes, the History department successfully petitioned the Curriculum Committee to allow History 122, 123, 154 and 155 to be offered in the Online and well as face-to-face formats. The majority of History classes are now approved for the DE format, which makes them more accessible for students and allows them to gain the GE that matches their interests (thus helping retention) and for transfer/AA in History in the fully online platform.

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.

The History Department is provided a body of funds each year that are adequate to its needs. Funds are used to purchase printer cartridges, jump drives, external hard drives, or laser pointers. Recently, department funds were approved to be used to help pay for the software needed for the Archive project.

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.

Several faculty received funds individually through the Professional Development office. The money was awarded to fund travel to conferences at which faculty presented lectures. These funds were one-time.

Human Resources

HIST					
	<i>FA12</i>	<i>FA13</i>	<i>FA14</i>	<i>FA15</i>	<i>FA16</i>
FT Faculty Count	6	6	6	6	6
PT Faculty Count	20	22	21	27	24
Full-Time FTEF	4.00	4.00	4.60	3.80	4.00
X-Pay FTEF	0.60	0.80	0.80	0.80	1.20
Part-Time FTEF	6.40	7.60	8.40	9.80	8.80
Total FTEF	11.00	12.40	13.80	14.40	14.00
FT Percent	41.82%	38.71%	39.13%	31.94%	37.14%
Permanent RT	0.54	0.54	0.54	0.67	0.67
Temporary RT	1.55	1.50	1.10	0.20	0.05

NOTE: Please refer to the table provided by the Program Review Data Liaison to answer the following questions.

PURPOSE OF SECTION 8.5 & 8.6: The committee is interested in knowing about the people in your department and what they do. The committee also wants to understand your department/programs staffing needs.

8.5 Describe the roles and responsibilities of full-time versus part-time faculty in your department. If any trends or changes are apparent in the past six years, please explain the reasons for them.

Full-time faculty remain extremely active in the Department and College. Full-time members of the Department serve as Chair on a rotating basis, with the Chair position going up for vote every other year. Full time faculty also attend Academic Senate, as well as the Chair attending Chairs and Coordinators and Division Council. One part-time faculty member sits on the Program Review Committee, while another is a vital member of the Teaching with Technology and Learning Committee, still others attend Academic Senate. Part-timers have been instrumental in developing internships at the local museums, organizing the District Digital Archive, and presenting lectures and developing workshops. The History Department is fortunate to have a supportive and loyal body of part-time faculty who take on a variety of roles and assume responsibilities alongside full time faculty, often for little to no compensation. From a high of 27 adjuncts in 2015, the History Department has seen a decline in the number of part-time members it is able to maintain due to enrollment compression that resulted in a decline in the number of sections History is able to offer.

8.6 Are the current levels of staffing of faculty adequate? Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time instructors as well as duties and responsibilities of full-time faculty members that influence their loads (such as reassigned time and use of overload).

The History Department continues to have no difficulties filling adjunct positions. Prior to 2016, we were actively requesting two new full time members. The Department submitted two proposals for full time faculty in the Fall 2014-16 semester but was not awarded any new tenure track faculty. Recently, due to enrollment issues that prompted a compression of our course offerings, the Department decided to not pursue new tenure track faculty positions in Fall 2017, nor do we anticipate requesting one in

2018. Until enrollment improves, it behooves us to conserve our resources and maintain the talent we have. Once enrollment numbers begin to rise and assume a steady rate, we will discuss requesting a new full time faculty member.

8.7 If staffing levels are not adequate, give a justification of your request for increased Full Time faculty based on how this position would contribute to basic department function and/or the success, retention and engagement of students in the program.

For the moment, due to enrollment contractions, we have an adequate though not optimal in the long term, number of full-time faculty members.

8.8 In the table below, 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.

N/A

Indicate the FTE/hours and where funding comes from for these positions. Add or delete rows to the table as needed. If you have questions on how to complete this table, please contact the Program Review Committee Chair.

Position	Funding	FTE/Hours					
		YR 1	YR 2	YR 3	YR 4	YR 5	YR 6

8.8 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, give a justification of your request for increased resources.

SECTION 9: SUMMARY AND RECOMMENDATIONS

PURPOSE OF SECTION 9: The purpose of this section is to demonstrate how your department/programs ties in to the college's 2017 – 2022 Strategic Plan targeted goals of Outreach, Engagement and Retention.

9.1 Summarize program strengths in terms of: Outreach, Engagement, and

Retention

Outreach strengths include our contributions to outreach events on campus. We contribute to engagement of students through the wide-ranging and diverse involvement of faculty members at Conferences, offering Workshops, and advising of student clubs. The Department provides campus engagement with the larger campus community and the community at large through the Presidential Leadership in Crisis Series and the Living History and Film Series. Other engagement strengths include our connections with the Cross-Cultural Studies Department in support of cross-cultural competency and in recognition that students need to be engaged with course material that represents them. Classes in African American, American Indian and Chicano history are vital to not just student engagement, but to retention and success of under-represented students by connecting them to their education. Classes linked with CCS also allow History to participate in fostering a welcoming College climate by providing all students an opportunity to appreciate and respect cultural, ethnic, racial, and sexual diversity. As a Department, we are working diligently to increase retention in all of our classes, face-to face and DE, by clearly communicating course objectives, expectations, and rigor.

9.2 Summarize program weaknesses in terms of: Outreach, Engagement, Retention

We could improve in our outreach efforts by developing a new flier, videos, and/or a pamphlet to market our department offerings to more High Schools, community centers, and retirement homes in the community. We need to do more to engage the Black, Pacific Island, and Filipino students. In pursuit of this, the Department will be meeting with the Student Success and Equity liaison to strategize and develop concrete plans for improvement. By providing outreach to these groups, we hope to engage and retain them in our classes, supporting overall student success.

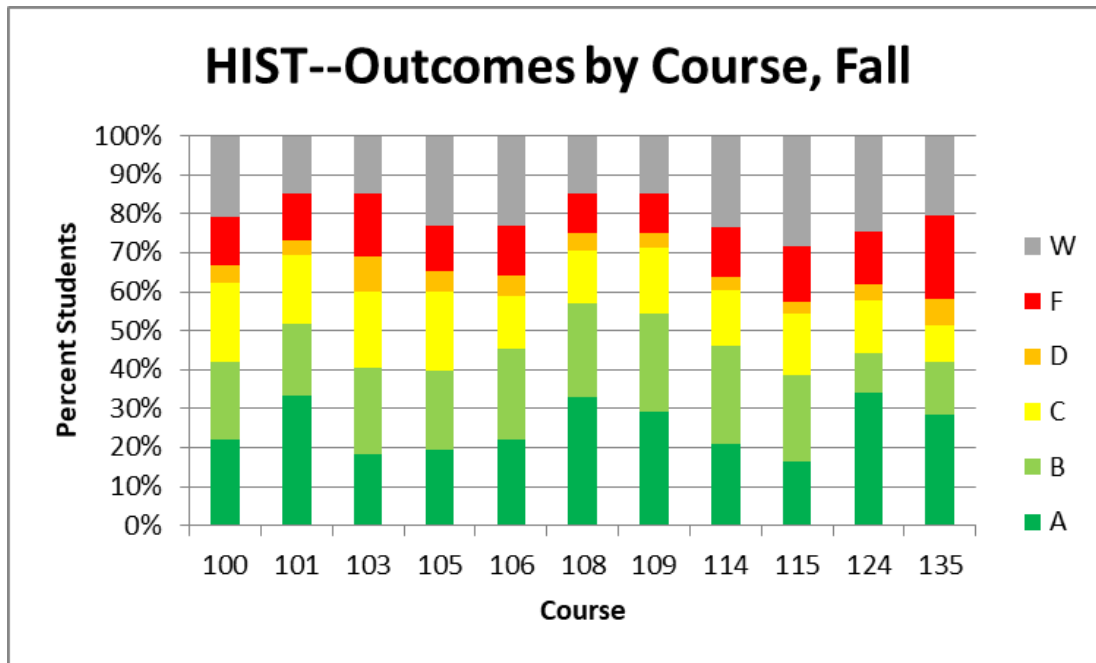
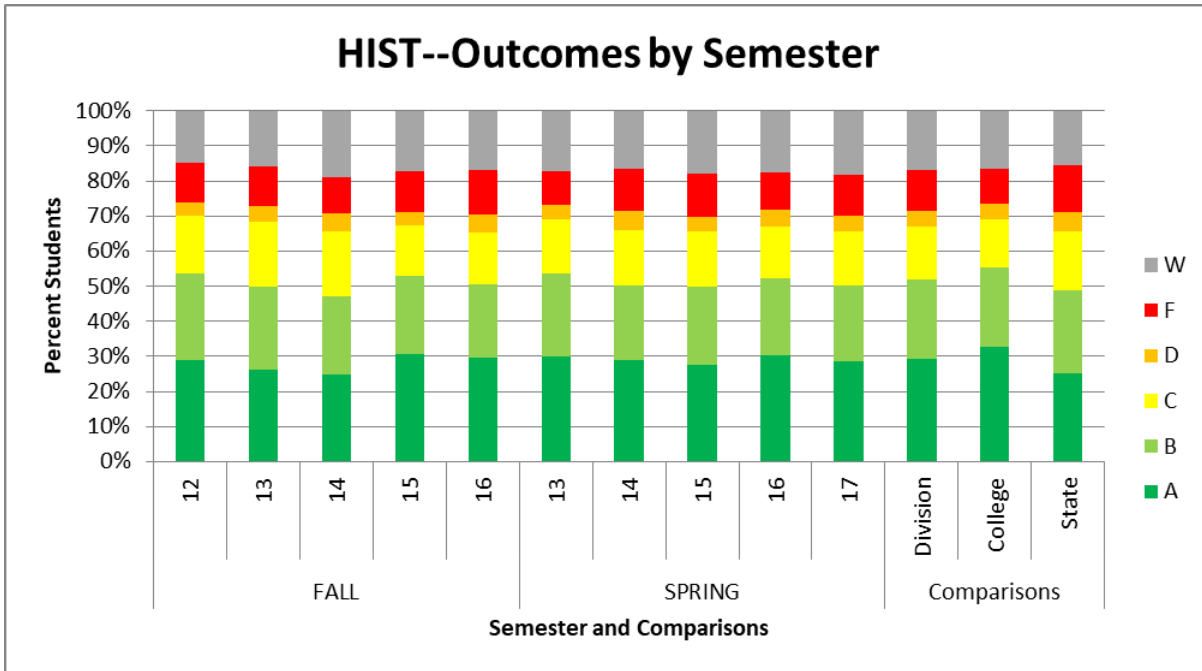
9.3 Describe any concerns that may affect the program before the next review cycle such as retirements, decreases/increases in full or part time instructors, addition of new programs, external changes, funding issues etc.

Before the next Program Review, we anticipate the retirement of Sue Gonda who will then only teach at the one-third retiree rate for the Department. Sue Gonda teaches U.S. and U.S. women's history, and this is the loss for the Department's most populous subdiscipline. Sue's service to the Department and the College has been a remarkable resource, enabling History and the College to become more accepting, competent, and communicative. We will never be able to fill her shoes, but we will be in dire need a new faculty member to shoulder some of the great burden she has carried.

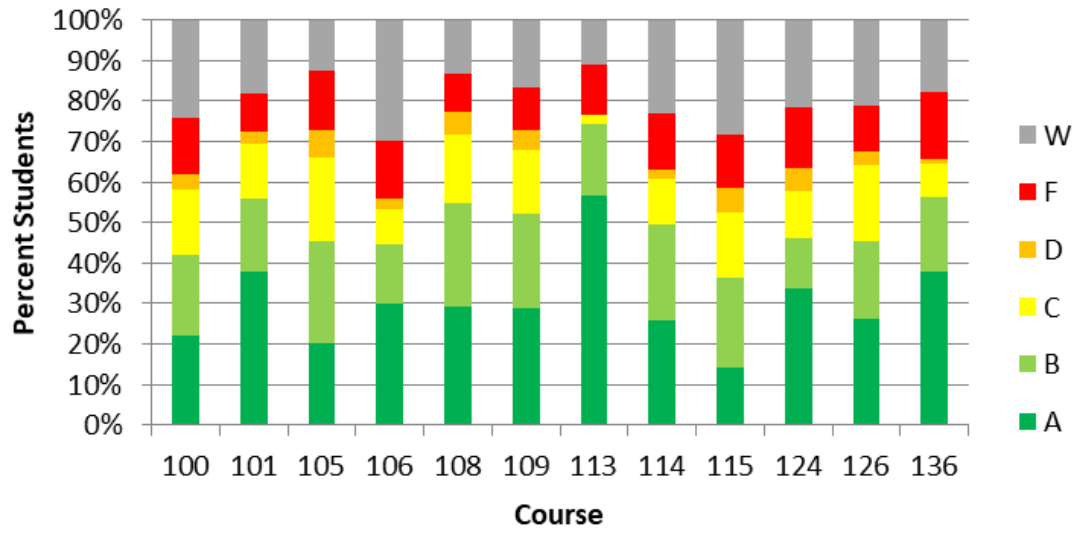
9.4 Make a rank ordered list of program recommendations for the next six-year cycle based on the College's new Strategic Plan which includes outreach, engagement, and retention.

1. Participate in workshops, discussions, and training to support efforts to improve student equity, retention, and success, particularly for those groups currently experiencing low retention and success.
2. Participate in more training geared toward supporting student retention and success in distance education.
3. Develop pamphlets, videos, and brochure materials to market our classes and the History major.
4. Secure a new full time faculty position in U.S. History after what will soon be the loss of two fulltime U.S. History faculty.

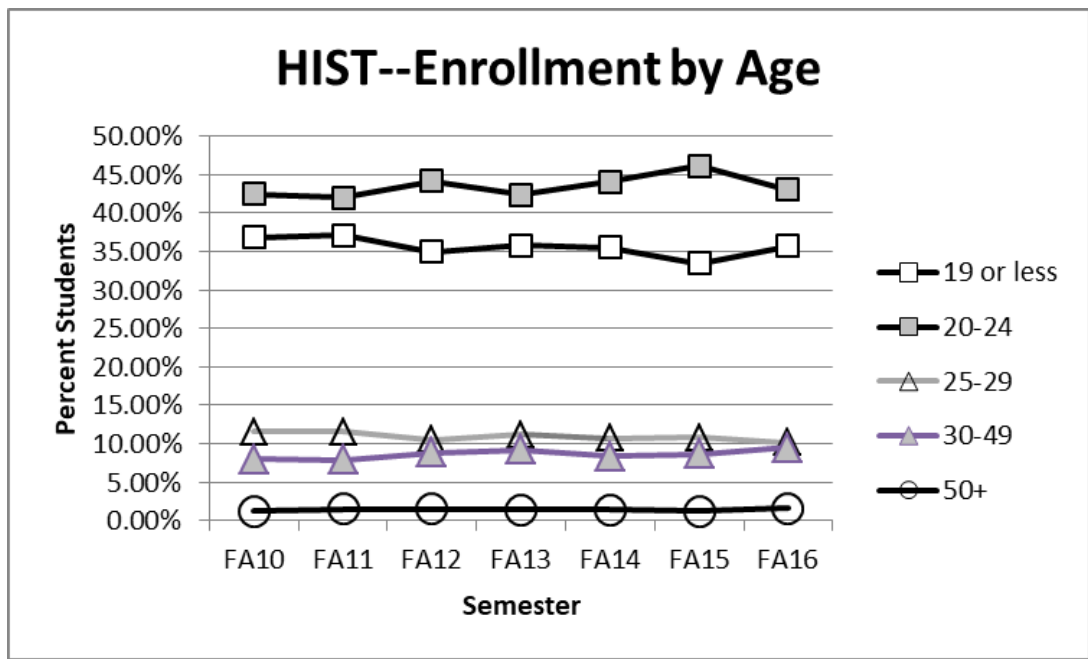
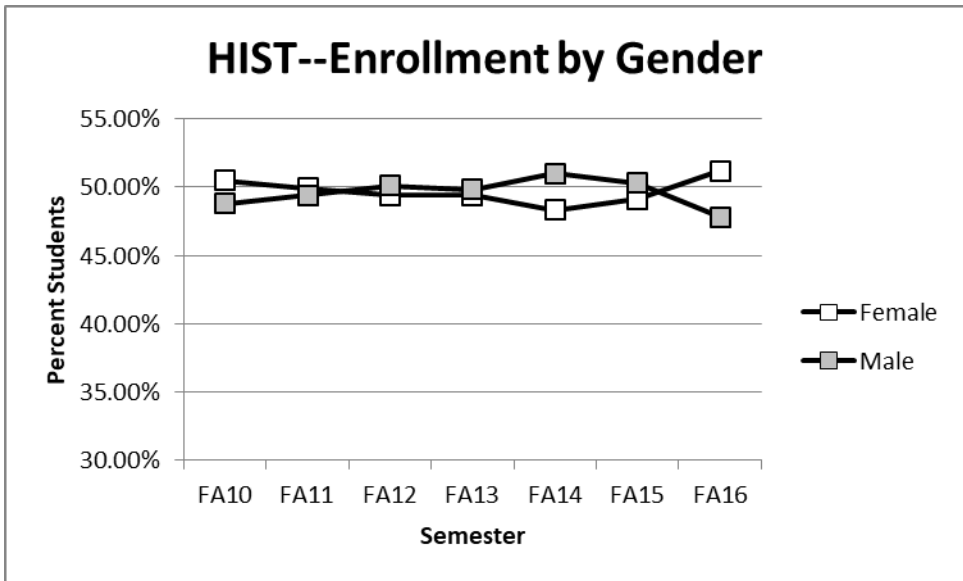
Grade Distribution Summary



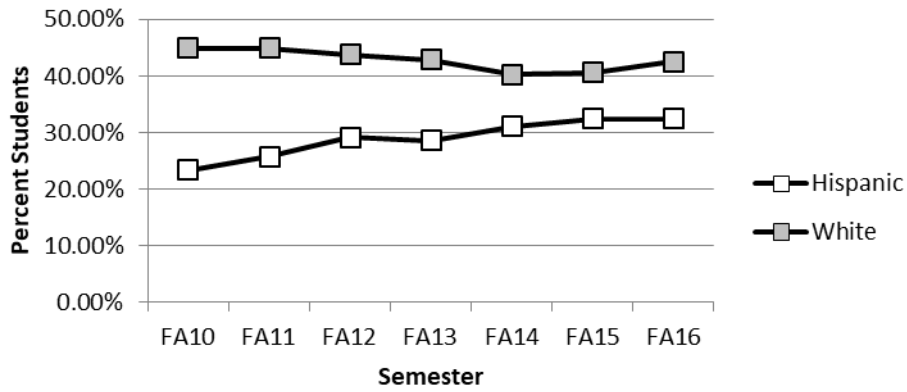
HIST--Outcomes by Course, Spring



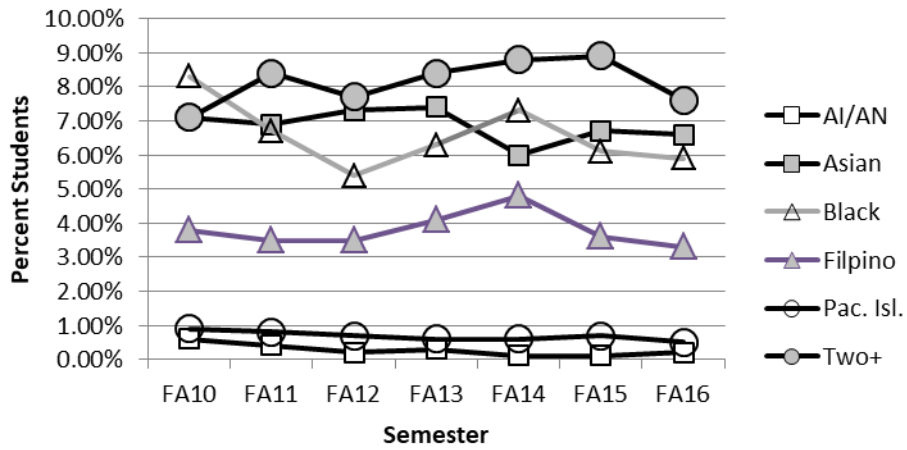
Enrollment Data



HIST--Enrollment by Ethnicity, Hispanic & White



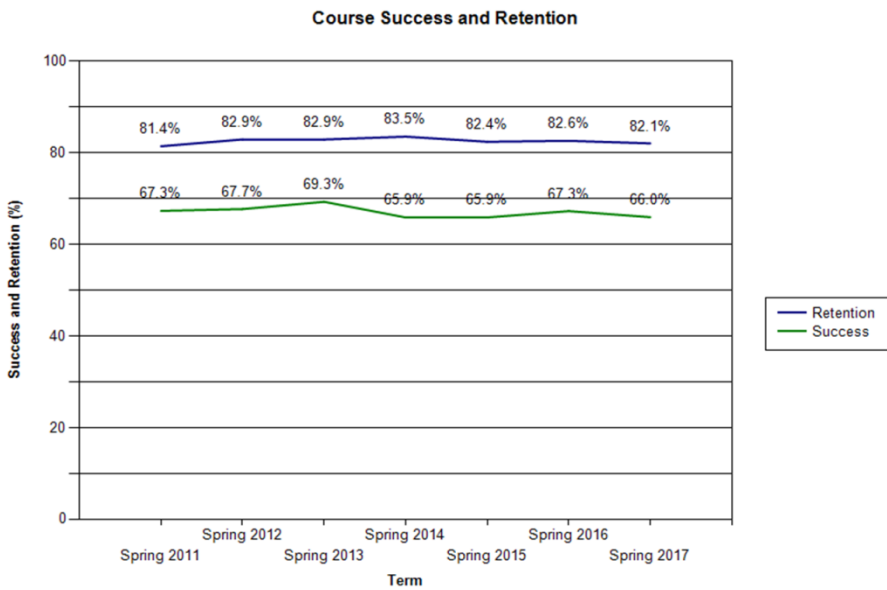
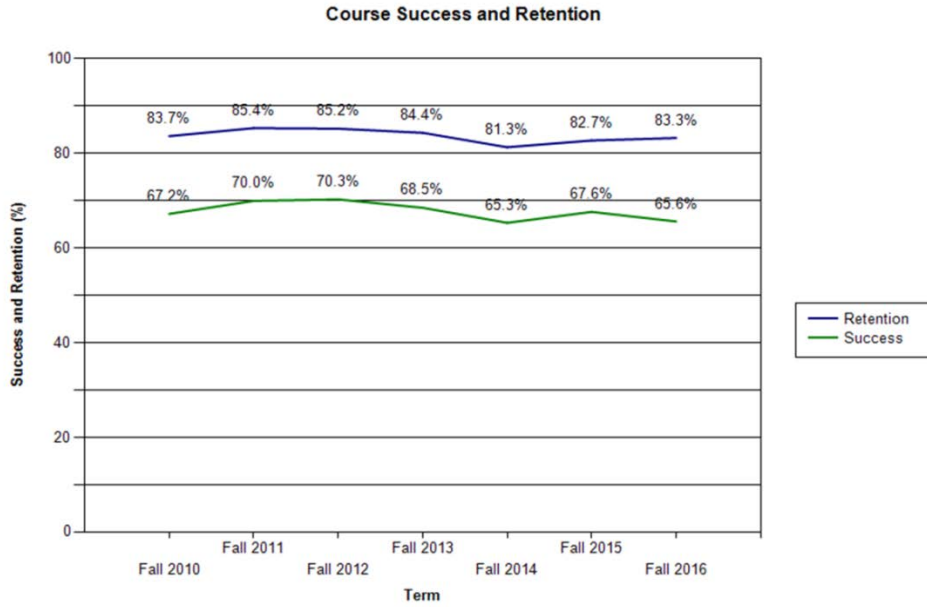
HIST--Enrollment by Ethnicity, Other

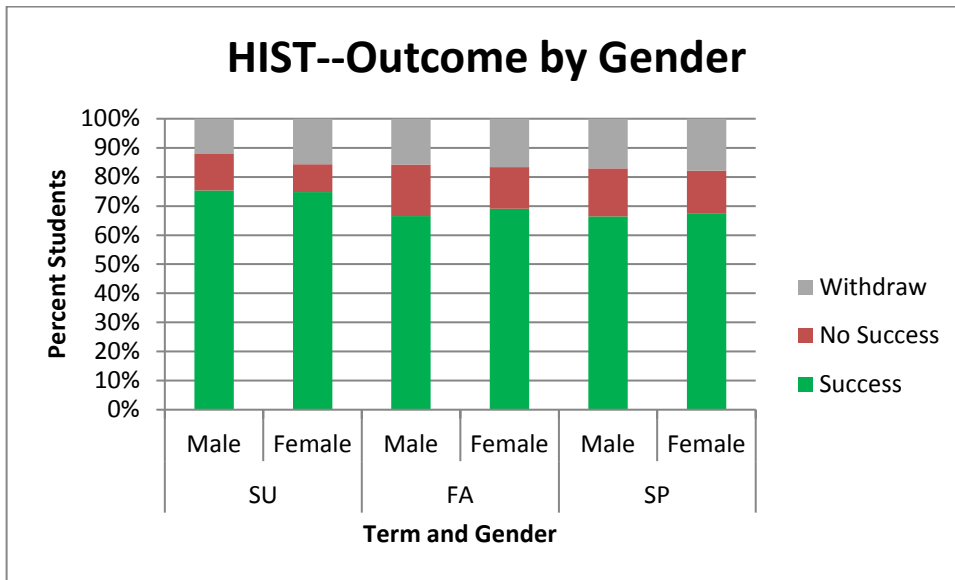
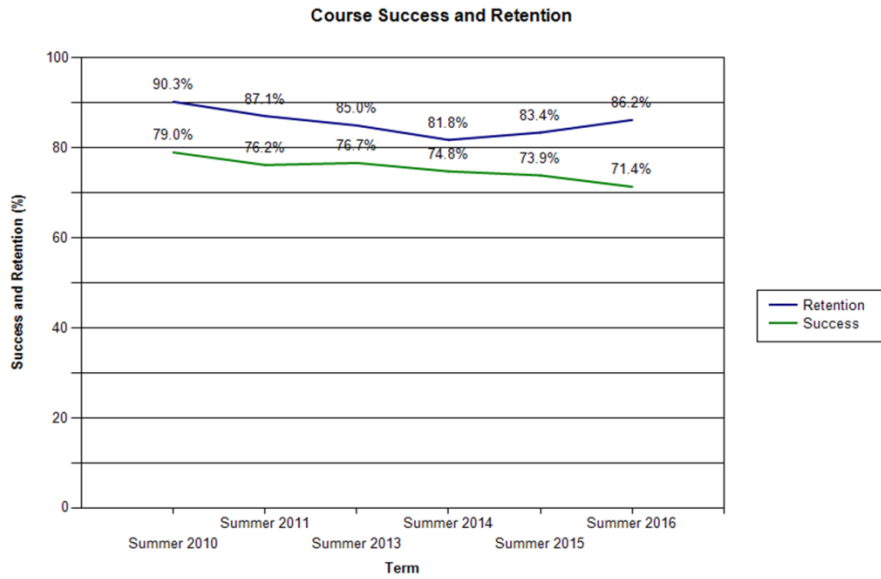


Student Success Data

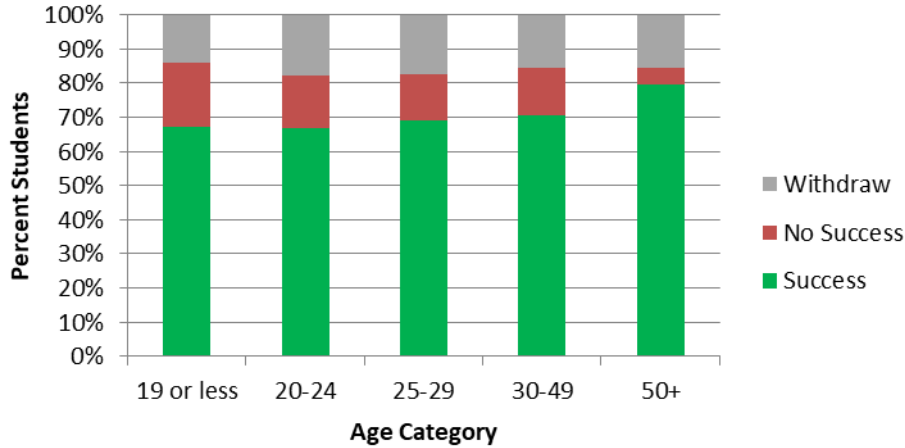
College 5-YR Averages: Success 69% and Retention 84%

College Targets: Success 75% and Retention 85%

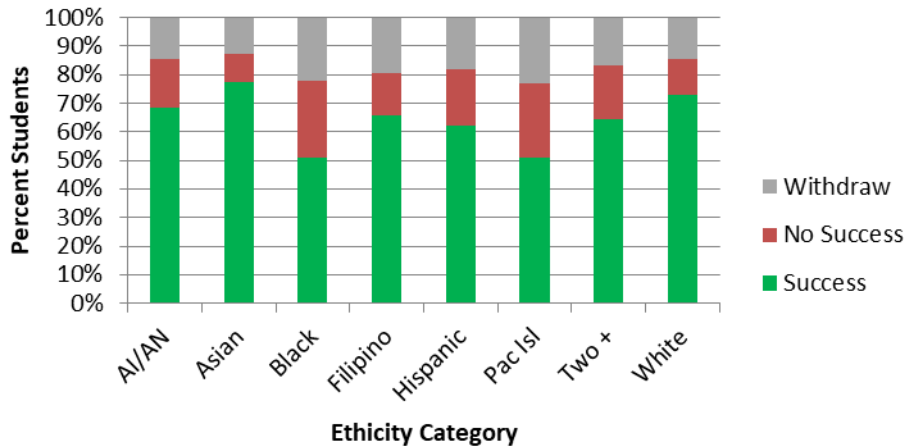




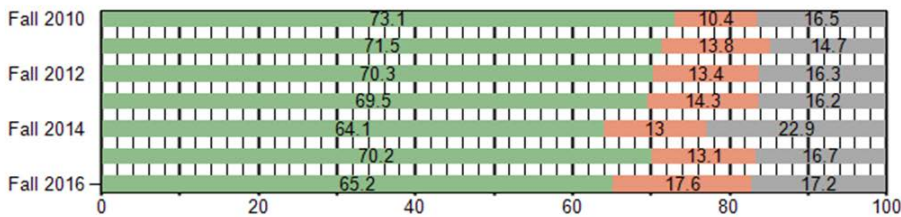
HIST--Outcome by Age, Fall



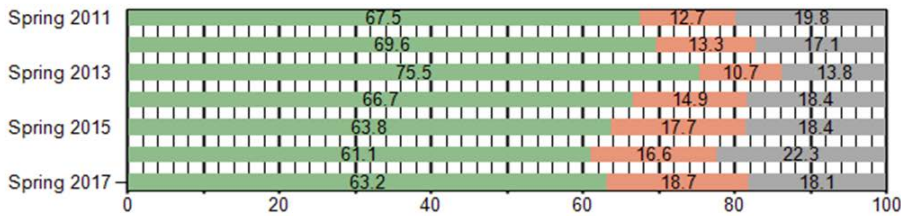
HIST--Outcome by Ethnicity, Fall



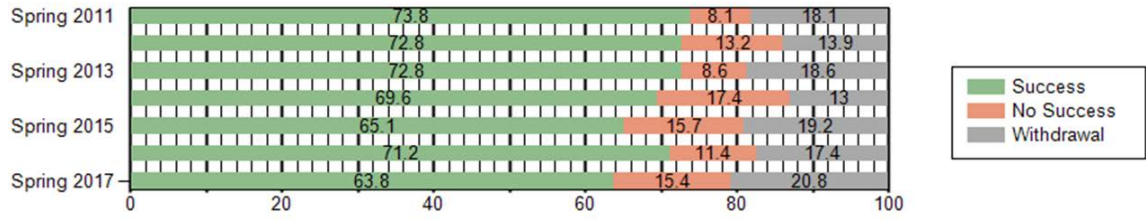
25 - 29 Years



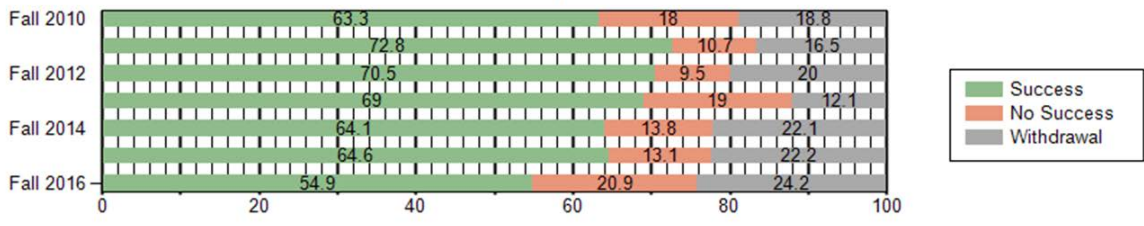
25 - 29 Years



30 - 49 Years



Filipino



Checklist Documentation

1. History Outlines**From:** Marsha Raybourn**Sent:** Saturday, March 17, 2018 4:01 PM**To:** 'Angela Feres' <angferesme@gmail.com>**Subject:** RE: Program Review: History

Here is the list of outlines for History.

SUBJECT/NUMBER	DATE OF BOARD APPROVAL
HIST 100	December 2017
HIST 101	May 2014
HIST 103	May 2014
HIST 105	May 2014
HIST 106	May 2014
HIST 108	December 2015
HIST 109	December 2017
HIST 113	May 2014
HIST 114	May 2014
HIST 115	May 2014
HIST 118	May 2014
HIST 119	May 2014
HIST 122	May 2014
HIST 123	May 2014
HIST 124	May 2014
HIST 126	May 2014

HIST 130	December 2017
HIST 131	May 2014
HIST 135	May 2014
HIST 136	May 2014
HIST 137	May 2014
HIST 148	May 2014
HIST 154	May 2014
HIST 155	May 2014
HIST 180	May 2014
HIST 181	May 2014
HIST 194	May 2014

Marsha

619-644-7153

2. Library Resources

Grossmont College Library Collections in History

May 2018

Periodicals

The majority of the Grossmont College Library periodicals in History are available through subscription databases such as America History & Life and Historical Abstracts. These databases are keyword searchable and provide direct access to articles on topics across both History of the Americas and World History. Some of the articles in these databases are available full text, while others may only have abstracts and bibliographic information. Articles may be ordered via our Interlibrary Loan service if they are not available full text in the databases. In addition to our online databases, the library subscribes to some print periodicals.

The library has access to 1371 History periodicals, either through the databases or in print.

Books

The following are the number of books by subject in the library's collection.

Subject	Call Number Range	Number of Books
World History	D	2830 print books 1785 electronic books
History of the Americas	E-F	4589 print books 1604 electronic books

The following depicts spending totals for the last four years (July 2014-April 2018) for both print books and ebooks. Book purchases across the curriculum are based on an FTES formula.

Subject	Call Number Range	Items	Spent
World History	D	24	\$1064
History of the Americas	E-F	191	\$8188

Media

The library also has a substantial streaming video collection through databases such as Films on Demand and Swank, which have many videos related to History.

The library has over 200 physical DVDs and video cassettes to support the History curriculum.

3. Articulation

Date: March 26, 2018

To: Angela Feres, History Department Chair

From: M. Denise Aceves, Articulation Officer-Interim

Re: Music Department • Program Review Checklist

The process of articulation is two-fold. First, transferability must be established. A transferable course is one that is taken at a community college and can be used for unit credit at a university. The next step, is the articulation of courses deemed transferrable. Articulation is the formal, written agreement that identifies courses on a "sending" campus that are comparable or acceptable in lieu of specific course requirements at a "receiving" campus. Thus, articulation identifies courses that a student should take at community college to meet university degree requirements.

In response to your request for articulation information, History courses at Grossmont College are well-articulated. All formal articulation with our 4-year public education partners can be found at ASSIST.org, which is the public articulation repository available to current and potential college students.

All of the course in this discipline are transferrable to both CSU and UC Systems, with the exception of History 194 (CSU only). Furthermore, the large majority of courses in this discipline have been evaluated by the CSU and UC systems to meet requirements for general education. As a result, History courses assist students in meeting CSU General Education Breadth requirements in the following areas: Arts and Humanities, Social Science and American Institutions. Similarly, History courses are approved in the following areas of IGETC: Arts and Humanities and Social and Behavioral Sciences. All courses that have received transferability and additional general education designations are notated as such at the end of each course description in the Grossmont College Catalog. The courses with course to course articulation by department with specific CSUs can be found on ASSIST.org.

Locally, our public 4-year educational partners include: San Diego State University (SDSU), California State University San Marcos (CSUSM) and the University of California, San Diego (UCSD). Articulation with the San Diego State History Department is robust and Grossmont College's History courses have attained course to course articulations, click [here](#) for a detailed report from ASSIST.org. In addition, Grossmont College has complete course to course articulation for the SDSU major preparation in History, click [here](#) for a detailed report from ASSIST.org. The History Department also has existing course to course articulation by department with [UC San Diego](#) and [CSU San Marcos](#). The History major preparation at [UCSD](#) and [CSUSM](#) is solid as well. The History department is encouraged to review their course to course articulations with the other CSUs and UCs on ASSIST.org.

The History Department has also successfully offered the Associate in Arts in History for Transfer (AA-T) at Grossmont College since the 2012-2013 academic year, in compliance with Senate Bill 1440. To this end, the History Department has worked collaboratively with the Curriculum Committee, Instructional Operations and the Articulation Officer to establish the History AA-T. Similarly, the department has been responsive to Course Identification (C-ID) for courses in the degree. For example, in Fall 2018, the department worked on the Course Outline of Record (COR) for HIST 100, in response to C-ID and completed the Grossmont College Curriculum process allowing for resubmission of the course outline. Also in the fall of 2018, the History department worked extensively with the Articulation Officer and the CSU Chancellor's office on updating course outlines for American Institutions designations for CSU General Education.

Articulation is facilitated with current, concise and thorough course outlines. It is imperative that the outlines and text books listed be current. The requirement that course outlines be updated every 5 years through the Grossmont College Curriculum process is vital. Students benefit from the many colleges and universities who have articulated our courses in History. Below I have listed the link to *The Course Outline of Record: A Curriculum Reference Guide Revisited*, a document adopted by the Academic Senate for California Community Colleges in Spring 2017, as well as the latest standards for CSU GE Breadth and IGETC.

Curriculum Resources

- [The Course Outline of Record: A Curriculum Reference Guide Revisited](#)
- [Guiding Notes for General Education Course Reviewers](#)
- [Standards, Policies & Procedures for Intersegmental General Education Transfer Curriculum, Version 1.8](#)

You are welcome to contact me directly at mariadenise.aceves@gcccd.edu with any questions regarding this report.

Review of SLO Assessment Reporting for History

Spring 2018 Program Review Report

By Joan Ahrens, SLO Coordinator

5/14/18

SLO Assessment Cycles to be Included in This Report:

- Fall 2009 - Spring 2015 (Trac Dat will only have assessment results from 2012 on)*
- Fall 2015 - Spring 2021 (All assessment results should be in Trac Dat up through at least Spring 2017)
- I realize that 199 and 299 courses are offered infrequently, so there may not be assessments recorded if the courses are not offered.

TD = Trac Dat

History Information

For program review, I check to make sure that the previous cycle's results were recorded, and I check to make sure that the current cycle is up to date (see note above*).

Course	SLO #	Comments
History 122	1-3	No results posted. Since this course is not offered on a regular basis, please estimate when it may be offered again and schedule an assessment of SLOs for that time.
History 194	1-3	Is this course being offered? It has an assessment date of Spring 2014.
History 118, 119, 130, 131, 180, and 181.		These courses are owned by CCS.

History Department Program Review-Follow-up Questions

After reading each report the program review committee develops a list of follow-up questions. This allows us to get a deeper understanding of your department's operations and guides our commendations and recommendations for the next program review cycle (6 years). We have tried to make the questions clear and very specific to minimize the effort needed to answer them. Please have the answers to the questions below back to me by **email no later than Tuesday September 18th**.

Question	Section/Page	Response
Is this bulleted list your dept. PSLO?	1.1 page 5	No. Our PSLOs are the same as our SLOs. Every course is assessing on a course by course basis the skills a student must attain to have an associate-level education in History. We do not have progressively more difficult classes that would require students to have a program level that differed from a course level success rate.
Please give us some examples of how your department uses student engagement strategies in the classroom (this part of the question was not answered).	2.3 page 12	Faculty are engaged in using the Socratic method to stimulate student engagement. Students respond to, and ask, questions throughout lecture and also are engaged in critical thinking during in-class group discussions or in online discussion boards. Students are also provided with opportunities to engage via our Living History Lecture and Film series, which encourages students to attend lectures, shows, and/or films a few times each semester on topics ranging from the History of Food, History of the Automobile, to local history such as the crash of the Pan Am flight, to lectures on WWI, Presidents, or social justice issues. Most instructors give extra credit incentives for these and other on- and off-campus events. The college has several departments, programs and clubs that organize events (eg, English, Political Science, the Community Service Learning events or the AAUW club). Instructors also give extra credit for attending and responding to local events such as Pow wows, current-release films or for streaming a film related to course content. The Women's History classes now have an alternative community service

		learning (CSL) assignment to volunteer with the AAUW Club, organizing and putting on campus events related to women’s issues, writing reflection journals and writing a final paper relating the experience to course content.
What orientation do you give new faculty? (not answered)	2.4 page 13	New full time faculty attended a first semester orientation that included workshops and presentations on the campus, students, and its facilities. But that was in the distant past and no new faculty have been hired since the last PR. New adjunct meet with Dean Assistant MaryAnn Landry to receive an orientation to duties as a new adjunct. They also meet with the Dean to receive information on the campus and our climate. New faculty also, while being interviewed by the Chair, are presented with information about our demographics, mission, teaching methods, and community.
Please explain more how the faculty assess the SLO in a way that is consistent and/or what discussion you have around consistency compared to in the past.	2.4 First full paragraph p.14	All faculty use the exact same template, which requires students to recognize and defend a thesis statement, read and analyze primary and secondary sources in order to identify relevant individuals and effects of events. A common shared rubric is used to grade the assessments. The only differences between templates are the thesis statements and the sources, as these are tailed by faculty to match course content. We developed the template and the rubric out of a faculty discussion about consistency and the need for a shared rubric.
What is different about 100 vs 101 that might explain the difference in grade distributions? And why do students do even better in 108 and 109?	2.5 page 16	History 100, Early World, and History 101, Modern World, are both entry level survey courses taught by full time and adjunct faculty members. The only difference is the content – 100 covers material less familiar to students--prehistory to the Renaissance,

		<p>globally. History 101 covers the Renaissance to modern periods. Many students have never had exposure, or very limited exposure, to the history of other nations. In 100 and 101 they are asked to expand their knowledge base to include the history of Asia, Africa, the Middle East, and Latin America, which for some students is a completely new experience or one that they have not had since middle school. As for why they do better in the 101 (modern) than the 100: it covers information that tends to be more familiar and more relatable to students, as it covers the revolutions and world wars, which the students have studied in Middle and High School.</p> <p>Hist 108 and History 109 are American History classes. Most students have had a strong foundation in American history before entering College from their early educational years. They are surrounded by news related to U.S. history on a daily basis, which reinforces the material and makes it more relatable. Even students who are recent immigrants or new citizens have had exposure to American history from citizenship classes.</p>
<p>To what do you attribute higher success rates in some DE courses?</p>	<p>2.6 page 19</p>	<p>History is no different from other areas in the college. There is still a mixture of knowledge and understanding about the methodologies that are more successful in the online environment. Evaluating and providing more detailed feedback to instructors from both administrative and peer reviewers is the only way to systematically reach every instructor. The goal is to share online successes and lessons in instruction.</p>
<p>Can you give us some examples of changes made in teaching based on changes in your SLO process?</p>	<p>3.2 page 21</p>	<p>Due to the requirement to assess SLOs, we as a department decided that the basic proficiencies student must have from our classes revolve around the ability to recognize academic arguments (thesis</p>

<p>Please share the SLO Template and rubric with us.</p>		<p>statements), identify key individuals, and assess cause and effect. In order to do that efficiently, we focused on devoting more class time to explaining and modeling thesis statements and requiring students practice recognizing and constructing thesis statements. We also devoted more time to explaining what primary and secondary sources are, showing students how to assess the sources, then having them work on smaller assignments (“low stake assignments”) practicing with sources before a larger assignment at the end of the semester. They are better able to discuss relevant historical actors and providing information on cause and effects in history. (the two other SLOs—in addition to the use of sources)</p>
<p>Can you give us an example of how you will use the data to ensure ongoing success?</p>	<p>3.5 page 22</p>	<p>We have used the need for assessment to ensure that all faculty are discussing thesis statement, helping students understand the need to critically analyze arguments, recognize types of sources and evaluate the validity of sources, as well as making meaningful predictions about the present and future based on a firm understanding of cause and consequence.</p>
<p>What is the student success rate for short term 8-week courses? What evidence lead you to offer the accelerated pathway?</p>	<p>4.3 page 24</p>	<p>We’ve never had “accelerated classes.” That is something only math, English and ESL are doing. History has offered short-term classes, such as in January or in the 8-week format, but that is different from “accelerated” which means that content is deleted in order to shepherd a student through a class yet still meet an outcome as a prerequisite to another class. We have requested success rates for our 8 week sections and will have those mid-late Fall 2018. From experience, I would assert that success rates for our 8-week classes will be robust. The Chair Angela Feres, Sue Gonda and emeritus faculty member Jerry Baydo regularly offer 8-week sections now</p>

		<p>and report higher rates of retention and success. Students in the 2nd-8 week online classes mirror those face-to-face students who tend to be determined to finish a class in the shorter time frame and get a requirement out of the way.</p> <p>Because 2nd 8-week classes in particular are popular, we added more 8-week sections last fall, and upon seeing their great success, have expanded our 8-week offerings to ensure clear and concise pathways to success for students. They can now complete their History requirements in one or two semesters, instead of a year or two.</p>
<p>What has the department done to address the equity issues identified? (e.g. drop in black student ratios)</p>	<p>5.1 page 25</p>	<p>The Department devoted a significant portion of the Spring Department meeting to a hearty discussion of equity and issues regarding our 108 and 109 classes. All faculty engaged in a discussion about techniques we could use to engage and retain all of our students by making topics relevant, encouraging office visits, offering information on key resources such as shelter, food, and transportation, early outreach efforts, and offering free or inexpensive texts. All faculty, but especially those teaching the Hist 108 and 109 classes were encouraged to attend Fall 12 Gateway opportunities to discuss ways to address the equity issues. They will be reporting back to the department at our next meeting.</p>
<p>Of all the strategies implemented which were most impactful?</p>	<p>5.2 page 26</p>	<p>The Dual enrollment program has made a significant impact. We are attracting a number of students. Summer enrollment for the instructor teaching our Women in World classes at Helix for the dual enrollment program were robust, with a cap increase necessitated by the success of her classes. This instructor has now filled not only two more classes at Helix on Women in Early World History, but an additional class in Women in Early World at Grossmont, which</p>

<p>To what do you attribute the decline in summer course success and what strategies can you implement to improve summer course success?</p>		<p>in the past suffered from low enrollment. The Department is working with the Dean to augment our offerings and expand to other High School campuses.</p> <p>History is similar to other departments, in that face-to-face summer classes are not popular as they were in the past. Students are willing to take online classes, which are more convenient for summer work schedules. But in general, the summer enrollment has suffered the same fate of year-round enrollment: students in a good economy are enrolling less and working more. This may have an effect on the lower success rates. National data reflects that a larger percentage of community college students are what was previously labeled "non traditional" students. Outreach to non-traditional populations has to happen on a college-wide basis. Hopefully the East County Educational Alliance will also garner more high school students in the coming years, since we know as a college that only a percentage of high school students in the past had ever considered attending community college.</p>
<p>What OER sources are available for students?</p> <p>You mention a need for outreach and visibility of support services. What specifically does your dept. do to get the word out to students about the services available?</p>	<p>6.1 page 29</p>	<p>Faculty are allowed to determine their own texts and have been presented with information on OER. At this time, Kristin Hargrove is offering OER. Other faculty are remaining with their current texts. However, several faculty use supplemental materials now in Canvas, rather than assigning a second book of primary sources.</p> <p>All faculty are given the information handouts to help them guide students to our support services. Faculty are encouraged to post this information online for students, to include it in the syllabi, and discuss it with students.</p>
<p>Why do you offer more course sections in Spring than in Fall?</p>	<p>8.1 page 36-37</p>	<p>We are in the process of right sizing our classes in order to not offer more Spring classes than we do Fall. We ended up with</p>

<p>Does this lead to adding more part-time faculty in Spring?</p>		<p>more Spring classes a few years back, when Fall demand convinced us to add more classes to the Spring. The goal is to slowly decrease the number, but that is a delicate balancing act with unpredictable enrolment proving a challenge.</p> <p>We do not often add more part-time faculty, though those we do have may work more in the Spring. The exception would be if we offered a specialty class, such as Hist Middle East, every other year, which has led to a new part-time hire for Spring in the past. Spring/Fall right sizing occurred in the past. But when there has been a push for getting more FTES at the college, it leads to offering more sections in the Spring to garner more FTES.</p>
<p>How do you decide what a class max number is? (Or why you have lowered class max?)</p>	<p>8.2 page 37</p>	<p>We did not decide what our class max was, as they were all set to 50 through union and curriculum committee agreement at some point in the distant past. I would actually love to lower the class max to 35 for history classes, but that would be mismanaging the very valuable classroom space, as most classrooms can fit 50 students the overall College mindset seems to be to set the cap at 50.</p>
<p>Program Recommendations 1 and 2 - after meeting with success and equity coordinators what strategies have you identified to hit college targets?</p>	<p>9.4 page 41</p>	<p>Having discussed success and equity, we have determined as a department to encourage all faculty to attend the 12 Gateway workshops and report back on the strategies recommended by leaders in the field and colleagues who enjoy good success and equity rates. The first 12 Gateway Fall meeting is September 14th 9am-2pm. Numerous faculty have registered to attend and the Chair of History will be on the Gateway panel.</p>

**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. Commitment to diverse course offerings responsive to changes in the discipline;
 - offering dual enrollment
 - offering 8-week
 - online options
 - dramatic increase in degrees awarded with implementation of the ADT
 - large number of SDICCA interns
2. Consistent universal SLO rubric, showing commitment to SLO process, and authentic self-reflection on SLO for improvement
3. All faculty participation in Gateway Training, follow-up after training to implement strategies learned; Summer Leadership Institute
4. High engagement opportunities for students outside the classroom (offering Living History Film & Lecture, Flight 182, History of the Automobile, Lincoln, Presidential Leadership in Crisis, lectures for Political Economy week, etc.) and department faculty involvement/contributions
5. Creating Virtual Archive of Grossmont College History
6. Maintaining 525 WSCH/FTEF overall

The Committee recommends the following:

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 continued course and program improvement


College President


Program or Department Chair


Academic Program Review Chair

HISTORY

Academic Year	Fall		Spring	
	% Fill	WSCH/FTEF	% Fill	WSCH/FTEF
2016-17	83.4	609.5	66.1	486.9
2015-16	80.8	608.1	78.3	569.2
2014-15	87.1	664.9	74.3	541.1
2013-14	93.1	712.2	83.6	622.0
2012-13	100.6	737.1	88.1	664.9