

BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:

Discipline Name: History

Department Name: ECONOMIC/HISTORY/POLITICAL SCIENCE DEPARTMENT

Division Name: SOCIAL AND BEHAVIORAL SCIENCES

Please list all participants in this Program Review :

Name	Position
Bill Jahnel	Professor, History Advisor
Chris Johnson	Professor
Mike Arguello	Professor, History of the Americas Coordinator
Travis Ritt	Professor, World / Western Coordinator
Matt Estes	Professor
Kristen Marjanovic	Professor
Catherine Christensen	Professor

Number of Full Time Faculty: 7 (5.8 FTEF last year - sabbatical) **Number of Part Time Faculty:** 20 (8.2 FTEF)

Please list the Classified positions (and their FTE) that support this discipline:

Sheila Atkins, ADA extraordinary - 1 FTE

What additional hourly staff support this discipline and/or department:

None

Discipline mission statement: [Link to "How to Build a Mission Statement"](#)

The History Discipline is committed to providing an engaging and supportive learning environment for diverse learners. Students will receive a comprehensive education in History including several meaningful, relevant, and transferrable electives. We support students who are pursuing transfer readiness, general education, and lifelong learning. Our goal is to create opportunities for learning in and outside of the classroom to meet these objectives and to offer ongoing mentorship for those students continuing their academic historical interests.

List any new degrees and certificates offered within this discipline since your last comprehensive review:

None (but are working on a transfer degree)

Discipline Level Data: <https://sharepoint2.palomar.edu/sites/IRPA/SitePages/PRP%20Summary%20Source.aspx>

SECTION 1: PROGRAM REFLECTION

1A. Program Analysis: Reflect upon and provide an analysis of your summary data.

Like all programs across campus, History has been hit hard by the overall declining enrollments on the campus. However, in this environment, History continues to be a strong and incredibly proficient performer.

Our fill rates are one example – we have never been below 90% since 2010 and sometimes have even in times of strong enrollment topped over 100% fill rates. Even in these leaner times, however, history's fill rate has pulled back up after the last two years back to 94%.

In the numbers the college seems to care most about – the devotion in most recent years to WSCH/FTEF ratios, for example – history remains an extraordinarily efficient performer at 579.15, far above the "golden ratio" of 525 and even further ahead of the college's average of 452.58.

However, all this efficiency is belied by numbers that show the extra workload that keeps on being piled upon full time faculty. While our efficiency and raw numbers certainly demonstrate a discipline that is a college rainmaker, we still are teaching over 60% of our classes with part time faculty. The evaluation and vetting requirements to keep classes up to discipline standards adds extra work, and keeping our excellent over 90% retention is in part due to discipline experts and faculty maintaining control over the evaluation and hiring process.

Yet in terms of percentage of numbers lost at enrollment over the last 5 years, history has taken an overall greater hit (A loss of a bit over 13% enrollment at census) versus the college's loss over the same period sitting at 8.4%. This seems paradoxical in a discipline that demonstrates such fiduciary strengths to the college until we recognize the numbers NOT displayed in this data, but also easily trackable: The numbers of otherwise viable classes not only thoughtlessly canceled last minute from the schedule but also then permanently removed from the schedule without a chance for return and growth. In Fall of 2018 we realized to our horror the 11:00 time slot, which has always been a generally good performer for American History classes, had been pared down to only two American History offerings (which for our program is a deep decline.) World and Western History has shrunken to such a level that if Professor Ritt were not on release time due to his administrative duties, we might not have any classes for adjuncts. In short, we do wish to emphasize we are appreciative we have a reasonable Dean -- something clearly not guaranteed by the college in all spaces. However, even he is not immune to upper administrative pressure to constantly cut, cut, cut without thought to long-term planning, viability, or possibility of growth of a discipline. This reactive and slashing mindless of the consequences to those affected down the line, especially adjuncts is particularly frustrating to a discipline that has proven itself time and time again to be one of the strongest performers in efficiency and in our willingness to bolster the college's bottom line by overworking ourselves with extra students.

It is our hope that with new formulas being discussed for class allocation that more local control by discipline experts will prove more fruitful in our ability to demonstrate our continued dedication to the success of our students and our program. It is deeply unfortunate that the college's choices seem to be designed to discourage our efficiency, as our efficiency seems very poorly rewarded.

1B. Standards: ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

Discipline Level Course Success Rate:

- The College's institutional standard for course success rate is **70%**.
- Review your discipline's course success rates over the past five years.
- Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success rates within your area. If you set your discipline standard below the College's standard, please explain why.

Standard for Discipline Course Success Rate: 65

Why?

While we believe in upholding the standards set by the institution, History is a discipline required to transfer to other institutions. As part of the staple requirements (like our sister disciplines of Economics and PoliSci), we take not just students who have a

specific desire to learn a topic (as is more often the case in the arts or criminal justice) but the vast majority of our students are reluctant comers to the program. Because of our high academic standards, we are faced with the perplexing problem of not only aiding our students in learning historical events, but frequently find ourselves (as do many of our colleagues) dealing with near-remedial students whose skills in writing are very poor indeed. Therefore, it is not unusual for a cohort of students who take our classes the first time to not be successful. A measure we would find more useful is to look at the success of students when we include the numbers of repeat students. As demonstrated by our retention numbers, despite our high standards students stick with us. Anecdotally, full timers will see students who stumbled the first time return to us in order to finally gain the success they failed to do on their first classroom experience. Therefore, we set our success rate to attune to the realities of our student population, while also hoping the college might look at the measurement of success of students who re-take History, which we feel would be a fairer measurement of success when added in.

We are concerned that due to the ephemeral nature of many students taking distance education courses that as we move forward with the college's intense desire for us to implement further Distance Education classes, we will erode our excellent retention numbers. Distance education classes tend to have a more modest retention rate. This seems to bolster our stately, reserved, and measured approach to rolling out Distance Education offerings.

1C. Program Update: Describe your proudest moments or achievements related to student success and outcome.

Amongst our ongoing annual success stories, we awarded transfer scholarships to students out of our own pockets and participated in the departmental educational endeavor of Political Economy Days. Professor Ritt, in what has nearly become also an annual tradition, was recognized for his role in student success and excellence as a Distinguished Faculty Award Finalist this year. We also have been supporting historical autobiographies done as one-man shows that have become integral to Political Economy Days and in conjunction with the work of one of our adjunct professors.

However, we wish to make special mention this year of the awarding of Distinguished Faculty of the Year to our long-time adjunct Joe Bagnall. Dr. Bagnall retired as a Dean from another institution and has dedicated his teaching career to changing lives. He has been a staple and focus of our success at our Camp Pendleton classes. This year, at age 80, he retired. Professor Bagnall's contributions to generations of military students and their families holds a special place in our hearts and we will be hard pressed to find his equal.

1D. Program Improvement: What areas or activities are you working on this year to improve your program? Please respond to new data as well as feedback from last year's program review.

Despite our long resistance to changing trends, the Americanists (History 101 and 102 classes, which have never previously been offered online) have agreed to pilot online distance education programs to add options to our diverse student populations. Further, to help our enrollment challenges we are requesting funds to do internal marketing of important degree programs such as Women's History as an important component of women's studies and World and Western History. We also hope to improve marketing of California History, World and Western History, and History of the Americas going forward.

1E. Unanticipated Factors: Have there been any unanticipated factors that have affected the progress of your previous plan?

Rapid decline in student populations have weakened our numbers, as they have across the college, but we have chosen to focus on outreach and growth potentials in helping the college rebuild our FTES. The unexpected loss of Professor Kinsinger caused us to return to request a replacement faculty to bolster the American / Women's History offerings. The steep decline of the Women's History program during these transitional times leaves us with challenges (and opportunities) in growing back the Women's History Programs. Some technical problems caused our program to scale back on our participation in Constitution Day this year. And constant class cancellations from otherwise financially viable classes has caused tremendous amounts of extra work in adjunct retention, recruitment, and morale, leading to extra work on full-timers.

1F. SLOACs: Describe your course and program SLO activities this past year. How have you used the results of your assessments to improve your courses and programs? [Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/](https://outcomes.palomar.edu:8443/tracdat/)

With our primary SLO Coordinator on sabbatical, History focused our SLO work last year on discussing how to properly measure and delineate SLOs in the new online environment. Since we have many courses that will be entering into Distance education for the first time in the next two years, our focus was on seeing if we needed to break apart separate data of online classes to see if the variance in classroom settings might contribute or be a detriment to student success. This year's disciplien meeting had us refocus on SLOs in the traditional classrooms, with data collection again planned this semester for some brick and mortar classes to give us a stronger baseline by which to compare the forthcoming online courses' success rates.

SECTION 2: PROGRAM GOALS

2A. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by checking the appropriate status box .

Goal	Completed	Ongoing	No Longer a Goal
Upgrade Discipline Technology	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Purchase Scheduling Software to improve scheduling	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Hire a new Americanist with Women's History Speciality	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2B. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):

GOAL #1	
Program or discipline goal	Thoughtfully and academically rigorously add new distance education programs to American History offerings, which we have never offered in the past. In a similar fashion, offer a limited but academically sound number of World and Western History online offerings.
Strategies for implementation	We have two full time faculty working on American History online offerings for the 2017-2018 year and beyond. Each are planning to look at best practices as they also move to implement on our new Canvas platform. Discipline area experts will help coach and oversee faculty implementing these classes.
Timeline for Implementation	The first HIST 101 and 102 classes will be offered in the Fall of 2017 and Spring of 2018. Summer of 2017 will see the first experiment in World/Western History with a single online offering. We are looking at online as being an outreach for Women's History in the next two calendar years.
Outcome(s) expected (qualitative/quantitative)	New classes add to our schedule should help lift raw enrollment numbers. We will evaluate whether this brings in new students or cannibalizes face to face classes. We will also be continuing to craft an internal review process for online offerings to make sure they meet or exceed the standards we hold to face to face classes.
GOAL #2	
Program or discipline goal	Create a History Transfer Degree
Strategies for implementation	The vote to move forward with a transfer degree was held this year with Professor Ritt taking point in its construction and coordination through articulation and curriculum.
Timeline for Implementation	The AD-T proposal will be submitted for approval this year. Implementation will depend on the reception to the proposal, but history is committed to nimbly reviving our proposal should any curriculum or articulation concerns be found within its structure.

ANNUAL INSTRUCTIONAL PROGRAM REVIEW TEMPLATE for 2016-2017

Outcome(s) expected (qualitative/quantitative)	This will give us new metrics to both bring in students and give them advantages upon transfer to universities. Looking at transfer degree signups and seeing which students then enroll in multiple classes across the historical spectrum (America, History of the Americas, World/Western, Women's, California) should give us an indication of the AD-T is having its desire effect of bolstering "stickiness" of students to our program
GOAL #3	
Program or discipline goal	Upgrade Discipline Technology
Strategies for implementation	We have made great strides in upgrading desktop technologies which had been sorely lagging behind, but we still have some software implementations that need to be worked through. The most core of these is scheduling software, which we were to evaluate and buy this year from last year's PRPs. However, information from the Senate that internal tools are being developed / released for our use has caused us to hold back on the plans to purchase our own internal software, as to not waste the college's resources on duplication of efforts.
Timeline for Implementation	We will evaluate over the next two years whether the internal tools promised materialize and if they meet our needs for thoughtful planning and scheduling. Should they not do so, we will return to request our own internal solution.
Outcome(s) expected (qualitative/quantitative)	Continually updated technology will be crucial for the implementation of online classes and our student success strategies even in face to face classrooms. Proper planning software will ease the burden of making scheduling decisions in a fashion that resemble individuals running about with their follicles on fire while beating out a swarm of bees in their britches.

**Department Chair/
Designee Signature:** _____

Date: _____

Division Dean Signature: _____

Date: _____

Vice President Signature: _____

Date: _____