



Program Review and Planning

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the 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 our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

[We are using the Strengths, Opportunities, Aspirations, Results \(SOAR\) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.](#)

BASIC PROGRAM INFORMATION

Academic Year
2018-2019

Are you completing a comprehensive or annual PRP?
Comprehensive

Department Name
Economics, History, Political Science

Discipline Name
History (HIST)

Department Chair Name
Jose Esteban

Division Name
Social and Behavioral Sciences

Website address for your discipline
<https://www2.palomar.edu/pages/ehp/history/>

Discipline 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 transferable 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.

[\(click here for information on how to create a mission statement\)](#)

Does your discipline have at least one degree or certificate associated with it?
Yes

Are any of your programs vocational (CTE/CE)?
No

List all degrees and certificates offered within this discipline.

AA, Transfer degree in history (new)

Please list the names and positions of everyone who helped to complete this document.

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

Full-time faculty (FTEF)

6.2

Part-time faculty (FTEF)

8.4 (7.2 hourly, 1.2 overload)

Classified & other staff positions that support this discipline

Sheila Atkins, ADA extraordinary - 1 FTE

Additional hourly staff that support this discipline and/or department

None

PROGRAM INFORMATION

PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?

The learning outcomes emphasize the types of skills we offer. However, the breadth of information is covered in our CORs. We are vigilant in working with articulation to maintain good transferability and have over the last three years worked to iron out places where transferability has been problematic (such as in places where they break history into three sections, a problem for mapping when we do all of history in two courses) and that transferability involvement has led to a focus, for example, on HIST 101 utilizing the Constitution as a measure of learning as it is emphasized in some transferability requirements. As for the employer market, this repeats much of what will be said on the Labor market section: "Skills that are often emphasized in careers include proficiency in writing, active listening, reading comprehension, and critical thinking. These align strongly with our course and program SLOs. It may go without saying many of these occupations need knowledge of history and the ability to research historical trends (home appraisers for the real estate market, historical trend sin fashion, court precedents in the law) ."

Describe your program's plan for assessing program learning outcomes.

As with course level SLOs, we derive our Program level SLO work from planning we do each year in our Discipline meeting reviewing previous years and derive our goals to align with our mission statement and the goal of transferable, intellectually rigorous, and accesible classes, a s stated as part of our mission statement. The PRP process allows us to access data and thoughtfully share this information among our colleagues for review at next year's meeting and to see if we need to address any specific issues that

might crop up as a data anomaly or a concern due to administrative scheduling. This may include concerns about scheduling, administrative cancelling of classes necessary for students to fulfill their guided pathways, or lobbying for reduced class sizes to help increase student teacher ratios. There is a reason that most top flight colleges advertise low student to teacher ratios: They work.

Summarize the major findings of your program outcomes assessments.

On a program level, we are serving students in US History and History of the Americas well, but our reduced offerings in Women's History, History of California, and World / Western History jeopardize students who wish to transfer with these specialities. We also find an increasing amount of time spent on administrative work that seems to dovetail very lightly with our mission statement, and have expressed concern that Program-level outcomes that should be driven by student success or pedagogy are being driven by administrative concerns over efficiency.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your program that you have not yet been able to address with your outcomes assessments?

How many students do we lose to class cancellations? How many have less engagement with resources on campus (such as the writing center) when there is a push to move more and more students online?

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.

Our Discipline is crucial to both GE and ILOs.

For example, for the Associate's Degree, our survey courses (101, 102, 140, 141) are crucial and some of the main selections for Competence in American History and Institutions/California Government. Further, our courses are options to fulfill area C: Humanities (105, 106) and all of our main offerings are part of the options under Area D: Social and Behavioral Sciences.

Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.

Our program supports both the knowledge components that are crucial to GE requirements and American History and Institution transferability requirements. Our emphasis on critical thinking and writing, while it can affect first time completion rates, has anecdotally been told by other professors to be a strong indicator of success in future classes because we do hold our students to a high standard. These skills that we teach clearly reach the vast majority of our students and prove valuable to the toolbox students need for success in future classes, future institutions of learning, and future careers.

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College.

In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.

As we only began our transfer degree program this year, there is no data from last year on our transfer degree. Otherwise history is rolled up into the general Associate's Degree.

Have your program completions Increased, decreased, or stayed the same over the last 5 years?

Stayed the same

What factors have influenced your completion trends?

As we have no individual program data currently outside of the general AA, we can only utilize the 68-70% success rate amongst our classes as a bellwether for program success until an individual bellwether can be enumerated.

Are the courses in your discipline required for the completion of other degrees/certificates?

No

Do you have programs with 7 or fewer completions in the last 5 years?

No

What is your program standard for program completion?

Why did you choose this standard?

until we have data from the new transfer degree, none.

What is your Stretch goal for program completion?

How did you decide upon your stretch goal?

To have data to set a standard to work towards.

ENROLLMENT TRENDS

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall

fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the [PRP Data Dashboard](#).

What was your efficiency trend over the last 5 years? Was it expected?

Our WSCH/FTEF continues to climb, and at 627 we blow away the college efficiency goal and have climbed 75 points in ratio since our numbers of 556 in 2013-2014. Our fill rate remains at 91%, which is historically similar to previous years (90-91% in all years except a peak at 2015-16 where we had 95%).

We are unsurprised by these superior efficiency numbers since, despite our own dedication and drive to efficiency, the college administration has made efficiency nearly the SOLE determining factor of class scheduling over any pedagogical, program, or completion concerns or program interest in student success. Our World / Western History Program has been decimated in the name of efficiency and some of our specialized offerings that are crucial to other student goals – such as Women’s History (HIST 130) – which is part of the Women’s Studies Transfer Certification – can be offered so rarely that this actively discourages students from completion of specific degree concentrations. As educators, our discipline feels that our pleas for academic integrity or student access and success are sacrificed in the name of efficiency, which is also code for hyper-profitability. We are pleased we are hyper-profitable for the college, but we worry the endgame of hyper-profitability conflicts with almost every other academic objective we have.

What factors have influenced your efficiency trends?

Our enrollment numbers have declined since our peak of 3009 in 2014-15 and steadily dropped year over year since: 2893 in 15-16, 2860 in 15-17, to last year's 2729. Part of this reflects the overall trends of declining enrollment Palomar has faced. The other reflects the slash and burn policies of class cancellation which have made us more efficient in sacrifice of actual enrollment.

The problem is that we have argued before this is penny wise and pound foolish. As our funding is based on enrollment goals (which we have missed or barely made in recent years) and soon will also be based on completion, increasing class sizes and cancelling classes students need at the times they might need it make the quest for hyper-profitability in any single class (“efficiency”) conflicts with completion, guided pathways, and student success. As professors we have anecdotally heard students say when they were unable to get classes in their majors or at desired times they gave up on Palomar College and went elsewhere or just stopped going to college. And we recognize this is only a hypothesis, but it appears falling student enrollment while efficiency climbs is data that seems to support a hypothesis that ruthless efficiency has come at a price of student success and pedagogical concerns.

Are there particular courses or programs that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled at this time? What is contributing to this issue? Does this level of efficiency meet the needs of the program and the district?

Yes, there are, and please see some of the aforementioned discussion above.

World History, Western History, California History, and Women's History are all offered at such a low rate that students who need such a class are usually scrambling to find a class. If our World/Western Historian was not also the President of Faculty Senate, next year there might not even be enough classes for him to teach his full load. In response, the District has pushed for greater efficiency in moving more classes online. But these do not breed the same "brand loyalty" as face to face classes (as evidenced by general completion trends of online courses, though results may vary) and can be hard in charismatically building back a program that has suffered losses in seats.

Some of our courses have unique situations. For example, Women's History in the period being tracked had its numbers tanked in part due to the Probationary Faculty member who was hired to focus on American and Women's History not working out. It was our first time that we had a Probationary faculty not make tenure, and as that professor oversaw the program it suffered along with her own struggles. We now have a dynamite new Women's Historian but it is hard to rebuild a program when efficiency is the only measure of success.

The Americanists had historically been opposed to offering any of our bread and butter courses online. Based on discussions with then Dean Kahn, we agreed to pilot a few online HIST 101 and 102 courses. We were promised at the time these would only be added as GROWTH opportunities and not as replacements for current offerings. This, of course, has proven hollow: Case in point, this coming summer a HIST 101 class that was always offered face to face over the last 5 years had dropped in enrollment. It was in the mid-20s, which is still profitable to the college. But this was not profitable enough, apparently, and the college decided to move this to a DE / online modality if we wanted to keep the course. Again, please note: This was a class that still was enrolled over 20 and profitable. Our efficiency rates are still amazing. But it wasn't efficient enough, and no pedagogical or student success reason was offered or given -- it was changed only in order to meet the needs of ever-growing efficiency rates.

We would also like to note as a discipline we have been willing to pack classes and even worked with administration a few years ago to reclassify some of our classrooms as having greater capacity even though it could harm our efficiency rates (after all, a classroom that can only hold 35 hits a fill rate percentage much faster.)

As a final note, while we have focused this discussion on student success and pedagogy, please be aware these ruthless class cuts and high levels of economic uncertainty, especially for our adjuncts, creates an unsustainable environment that causes us to lose talent and have to hire new adjuncts as we lose old ones. This also requires new training and extra time resources spent by full time faculty to get newer adjuncts up to speed on college resources. It adds more people to evaluate in new evaluation cycles. And it breeds ill will amongst our most dedicated faculty, full and part time. This has been repeated in past PRPs with no change in behavior by the administration, with the exception of allowing classes to run when it meets administration's goals, for example, seeing classes run in new distance centers (which we are all for!) Will this be the year that our concerns about efficiency are actually listened to and addressed? Or will this simply be a footnote in some future accreditation report?

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate 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.

[Click on this link to review the course success rates \(A, B, C, or Credit\) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?

70.0%

Why did you choose this standard?

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 originally wished a more realistic 65% rate but feedback from the VPI from last PRP was that we had to be at 70, so 70 it is.

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 -- which we have followed through with -- we will erode our excellent retention numbers. Distance education classes tend to have a more modest retention rate. Overall, the college's focus on larger class sizes and efficiency may prove the bane of our ability to meet these goals considering along with Math and English we are one of the first lines of defense for students coming right out of high school with remedial skills.

Has your overall course SUCCESS rates increased, decreased, or stayed the same over the last 5 years?

Stayed the same

Was this expected?

We hover right near the 70% mark, staying within 1-2%

As stated above, considering we often get the most remedial students taking GEs first, along with our holding academic rigor, we recognize this is a tough goal to meet.

What is your Stretch goal for COURSE success rates?

70.0%

How did you decide upon the goal?

We wish to try to maintain the 70% rate, which is above our originally stated but rejected 65%.

Have your overall course RETENTION rates increased, decreased, or stayed the same over the last 5 years?

Stayed the same

Was this expected? Please explain.

Hovering between 91-93%, we think the general retention rate is awesome.

Are there differences in success or retention rates in the following groups? (choose all that apply)

When or where (time of day, term, location)

Age

Ethnicity

Gender

When or Where: Why do you think differences based on when or where the course is offered exists? What do you need to help close the gap?

Camp Pendleton has our Single highest success rate, with an almost 15% increase from San Marcos main campus. Pendleton differ from the other classes in one most basic metric: Lower average Class size. If administration would love to see the gap close, then the ruthless march towards efficiency needs to be reconsidered. To be fair, Pendleton students tend to be more highly motivated and something of a more captive audience. :)

Our retention rates are more closely equal among locations.

Gender: Why do you think gender differences exist? What do you need to help close the gap?

We have a slightly higher female to male success rate, but also a lower enrollment of women to men. (almost 800 more men than women enrolled in this period.) Strangely even more than success rates among men, which may need some attention, the data may suggest we need to concern ourselves with attracting more female students. Could it be that female students are less likely to take their history GEs, particularly more at-risk women?

Age: Why do you think age differences exist? What do you need to help close the gap?

Note again these are less pronounced, but we tend to have a higher success rate the older students get, and a lower retention rate. This isn't very surprising-- returning learners tend to be more prepared and motivated but also may have other goals than just finishing a degree, as they often are working towards second careers.

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?

Our retention rates showed one surprising anomaly -- a 10-15% gap among Pacific islanders (79%) versus other student groups in Fall of 2017, but overall in 2017 the numbers were closer to 89%. This clearly looks like an anomaly based on numbers -- with a pool of only 39 students self identified over the year as Pacific Islander, the percentage in the fall may not reflect overall trends. But it is worth keeping an eye on!

Our success rates for black students is slowly moving up, but they and hispanic students tie as the ones who struggle the most with success. Still, they are within 6-8% of the average success, but these are

definitely among the most historically disadvantaged groups and frequently also economically disadvantaged. We know anecdotally a number of students cite cost or having to go back to work as a reason for dropping out of class. Our move to low cost no cost textbook initiatives we hope will help.

Are there differences in success/retention between on-campus and online courses?

Yes

Do you have any best practice methods you use for online courses to share with the community?

Working on it, though we know Professor Arguello has always been willing to act as a resource for online instruction and is the member of our department that has offered the most online offerings,

Please explain.

They are mild, with success rates within 5% at the extremes and retention at within 1%. We will be interested to see if this changes with more American courses offered online. One of the problems is that our online and evening offerings are much smaller so they represent a different data pool (and perhaps a different type of student). For example we currently have over 5100 students in face to face classes versus 804 online.

COURSE OUTCOMES

How is course assessment coordinated across sections and over time?

We schedule a meeting of the History faculty during Plenary to plan for the coming year. During that time we reflect on SLOs (and other departmental duties) and assign changes as need be. Professor Estes coordinates the SLO data collection and input. Further, it is at that meeting we review the outcomes from the previous year. Previous meetings have included dropping a previous SLO that we felt didn't benefit students or our data and tweaking previous ones. We also have a constant struggle for outreach to adjuncts to make sure we can include them in the process without overburdening them.

How have you improved course-level assessment methods since the last PRP?

We removed one SLO (general knowledge) that was not working for one of our classes at the tail end of the last cycle (too broad, hard to quantify) and I do not believe we documented that on that last comprehensive evaluation. We have also worked when adding in new courses to try and have closer similarities of skills (such as writing) and equivalent skills (like primary document comprehension, or in the case of 101 specifying the Constitution as it also is a part of transferability requirements specifically.

Summarize the major findings of your course outcomes assessments.

To quote from the Fall 2018 report:

For the Fall 2018 Semester, the history department evaluated student performance according to the Student Learning Outcome (SLO) for interpreting and using historical sources. This SLO evaluates student on their ability to perform the following:

1. Ability to identify a primary historical source
2. Recognition and identification of bias of the source
3. Analyze the source in its historical context
4. Effective expression of content

The history classes that were evaluated were:

- History 101: US History to Reconstruction
- History 106: Western Civilization from the Reformation
- History 130: Women's History

It should be noted that a majority of our students qualify as meeting ALL of the Interpretation and Use of Historical Sources SLOs for the history discipline. When examining the scores across all of the sampled

classes, students in history performed best in: Ability to identify a primary historical source. This seems to indicate we are effectively teaching our students the basic elements of source identification.

The SLO where students seemed to struggle the most is: Effective expression of content. This reflects the difficulty faced by faculty in that many students come to the class unprepared with the necessary writing skills.. The History department will continue to work on developing this skill with students through a variety of instructional methods.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your courses that you have not yet been able to address with your outcomes assessments?

It is deeply unclear how much of the struggle students have is with the assignments themselves (cognitive or learning factors) versus outside distractions, economic hardship, or motivation. While we can work with individual students how come to office hours or recommend students to the writing center or tutoring, the students still have to avail themselves of those resources. Also, one wonders if there is ever a question of an emotional barrier to accepting aid from a "stranger" (a tutor they have not met) and if there is a way we can make these valuable resources even more welcoming to students.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?

Many of the full timers have instituted early essays (free writing assignments, reaction papers, autobiographies) in the very earliest parts of our courses in order to help gauge writing ability. Early detection is not a prophylactic against years of writing skill neglect, but it may prove that as in most things, early intervention is better than finding out ex post facto.

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

How do your course outcomes help your students achieve their program outcomes?

Our course outcomes map to the following program outcomes:

ILO 1, Communication: A Written communication

ILO 2, Computation: B Inquiry and analysis

ILO 3, Creative, Critical, and Analytical Thinking: A Critical thinking

ILO 4, Community, Multicultural/Global Consciousness and Responsibility: C Civic knowledge and engagement

Further, upon reflection we have considered revising the SLO data as our measurements also clearly ILO

3, Creative, Critical, and Analytical Thinking: B Information literacy.

How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?

As mentioned with attempting to schedule a wide range of of course modalities, teaching styles, class times, and "course mirroring" (attempts to have semester over semester connected courses taught by the same teacher at the same times to complete courses.)

Although it should be the job of the administration to market our courses, we are actively and often exasperatingly advertising our course son social media and fliers and internally through promotions through each other's courses to make students aware of course availability within the department and with courses we feel will connect with student interest or help their degree completion. We often update our web site and send information for front page advertising to people such as Chris Norcross when we have new available classes that have not reached their fill rates.

What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use fast track or block scheduling (putting required classes near each other) to organize required classes (Particularly to meet the needs of disproportionately impacted students)?

We have always historically scheduled classes and attempted to schedule classes in ways to meet our students needs. One way is by what we call course mirroring: If there is a sequence of courses students need to complete their degree plan (such as HIST 101 and 102, which I will use for this example -- they are not the only ones) we have tried to schedule a 101 in the Fall and a 102 in the Spring at the same time with the same instructor under the theory that a student who can take an 8 am class and was successful in completing that class under an instructor in one semester may find it easier to finish the sequence in the next semester. We have offered classes in mornings and evenings, populate the education centers and Camp Pendleton, and make extensive use of Fast Track courses. We have also mirrored Fast Tracks before where a 101 will be offered in FT 1 and the 102 in FT 2. As mentioned previously in this document, we have also expanded our online offerings in American History though the Americanists have previously been opposed to doing so.

We have offered classes at non-traditional times, such as the "Happy Hour" doughnut hole time in the 4-6 pm range to see if that might attract students who were not served by morning /early afternoon classes versus evening classes, but these have been mostly cancelled by administrators due to efficiency concerns.

We also have tried to work on constantly helping staffing by taking in SDICCA interns to train them in "the Palomar Way" so that when they complete their Master's Degrees they will be better prepared to serve our students and we hope that by using these opportunities, that since it draws on local populations of graduate students, the demographics of the future Professors will more closely match our current school demographics. We believe helping recruit local and diverse staffing may also help disproportionately impacted students.

How do you work with other departments that require your course(s) for program completion?

Our Women's Historian works with the Working group for Women's Studies.

Does your discipline offer cross-listed courses?

Yes

How do you work with the other department(s) to ensure consistent curriculum per the COR and minimum qualifications? How do you coordinate course scheduling?

This is an area we need to improve. We don't have many cross listed courses but we need to increase

inter-departmental communication.

Are there curriculum concerns that need to be resolved in your department? What are they?

No

Are there courses that should be added or removed from your program - please explain?

Professor Ritt has created a new speciality course (HIST 160) that we would love to see run even if it doesn't meet the immediate efficiency ratio desired by administration. We believe there is room in our program to expand our offerings, but if efficiency will be the only bellwether rather than pedagogy or student success, we are hesitant to seek new course when our base programs are suffering.

How is the potential need for program/course deactivation addressed by the department?

We have gone through and deactivated classes from our program whose efficiency numbers did not meet administration's desires or for whom the primary instructor of record retired. This includes the History of World War II and History of the Vietnam War, which were deactivated after no longer being offered for a period of time.

Is your department pursuing non credit or not-for credit options at this time?

No

Are there areas you would like to expand?

Depending on our new hire's areas of expertise there may be. But as stated above, unless administration shows any interest in helping us grow new programs it may be hard to invest the time in crafting offerings that will expand our offerings and help meet student needs if there is a lack of support for running those offerings. For example, we have an awesome Pride Center and a growing support for our LGBT students. But the Professor who took a sabbatical for creating a history course that would offer LGBT History has seen the administration's course cancellations and can't justify the curriculum effort or heartbreak of spending an inordinate amount of time on something that clearly will not be supported. This is too bad, as LGBT students are among our most vulnerable populations, and offering courses that could transfer to Women's Studies / Gender Studies courses at CSU-SM and seeing course representation in History could help retention, mentorship, and success artes for these vulnerable populations.

Click here for information about [Noncredit](#) and [Community Education](#)

Is your department offering online classes?

Yes

How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?

Some area of our discipline have historically offered many courses online, such as History of the Americas. Other areas have not historically done so, such as American History courses, but the Americanists have piloted online courses and have expanded their offerings. Almost all of our courses now are offered as online options or have been forced into online modalities by administration fiat. (One may object to the terminology here, but if a course is cancelled face to face, and told it can be offered only if it is a DE modality, the terminology may be splitting hairs.)

But as for student needs? We are not given the flexibility to consider student needs when the only metric of success is efficiency rates. We do our best to offer classes to meet our students where they are and try to schedule viable schedules for students in differing situations. but we do not determine the number of classes we are allowed to offer, not classes that are allowed to run at anything but the most popular times face to face.

As pointed out previously in this document, History is awesome at efficiency. But even though we believe

that programs that have suffered losses might regrow with more with charismatic in-classroom connections (such as Western Civ, World, and Women's Histories) these classes have been regulated to being mostly online, only online, or not being offered. We would welcome with joy some flexibility on the department / discipline area where we would be allowed to run classes that didn't hit the tyranny of a decimal point and placed student success over hyper profitability. We look forward to future program reviews where we can better report this happening.

Describe other data and/or information that you have considered as part of the evaluation of your program

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how all of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?

Over 133 careers mirror people gaining history degrees. Many of the top careers are variations of teaching, but also curators, museum workers, tour guides, credit checkers, cost estimators, fashion designers, fundraisers, private detectives, and medical careers. Another set of fields not highlighted but we find many of our students transferring into is legal and political professions, from lawyers and judges to community activists and politicians.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

Skills that are often emphasized in these careers include proficiency in writing, active listening, reading comprehension, and critical thinking. These align strongly with our course and program SLOs. It may go without saying many of these occupations need knowledge of history and the ability to research historical trends (home appraisers for the real estate market, historical trend sin fashion, court precedents in the law)

How does your program help students build these KSA's?

As mentioned above, we focus VERY strongly on the skills of writing, critical thinking, and historical knowledge which also aids in good citizenship beyond these KSAs. Consider our building blocks across our curricula in SLOS includes SLOs on writing, Historical interpretation, and use of documents or even specific document analysis of original documents like the Constitution, which dovetails into both Course Outline of Record and transfer requirements with job needs on critical thinking / analysis of documents.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

No

Do you want more information about or need assistance integrating work-based learning into your program?

No

How do you engage with the community to keep them apprised of opportunities in your program?

We are currently engaged in a dual enrollment negotiation and will offer an online class requested by Escondido Charter High that serves their students. We do social media outreach including facebook and maintain ties with the community, including some professors maintaining online groups of previous students (such as the Bow Tie History Survivor's Group on facebook) that adds branding and outreach when we want to advertise new classes or seek second generations of students as previous students become partners and community leaders who can spread the good word of our discipline's work. We advertise our talent by holding Political economy Days, highlighting the expertise and engagement of our faculty (and our ability to attract academics, politicians, activists, and labor leaders to to the greater community at extremely low cost to the institution. Our faculty is deeply involved in teacher groups to other institutions and many of our faculty are involved in Teacher Union activities that communicate with faculty and staff of other Universities in order to maintain and grow ties within and across discipline sin other institutions. Many of our Full time faculty have mentored graduate students through the SDICCCA program, further enhancing community awareness that Palomar is an active partner in the success of its students and the students of other institutions.

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year [SMART goals](#) for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information](#).

Goals

Goal 1

Brief Description

Thoughtfully and academically rigorously add new distance education programs to American History and Women's 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.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

As of last year we piloted online offerings in US History, which clearly numerically (in efficiency) have been successful. We are also having our two pilot professors (Professors Marjanovic and Gwin) work with both part time and full time professors mentor if they express interest in online offerings. Professor Marjanovic, for example, allowed Professor Jahnel to shadow her online course. We also partnered with Escondido Charter to offer an online course targeted to a dual enrollment desire.

Professor Gwin is offering her Women's History course in an online modality.

While we have expanded World and Western Online courses we are concerned these have been added at a sacrifice of face to face classes and may hurt the long term viability of that part of the program if we cannot offer both modalities. (See the "thoughtful" part of this goal.)

We will also evaluate the role of partially online courses (hybrids) in our program.

Outcome(s) expected (qualitative/quantitative)

We will be examining the impact of these classes and see if they truly are expansion opportunities or if they simply cannibalize our face to face offerings. We also will be examining not only efficiency (the only metric by which the administration seems willing to allow us to offer classes) but also student completion and retention, as we wish to support student success. At the same time, we recognize that we will be upholding our strong tradition of academically rigorous expectations and will not "dumb down" our courses in exchange for numbers.

Qualitatively: We shall be holding meetings among Professors who have taught this modality and those who have not to share experiences and best practices. We will make the case to balance online modalities with face to face modalities in the hopes we will receive administration support. With models of new courses available, we hope to also share best practices for measuring SLOs and maybe offer some example exercises that may help nascent new adjuncts with meeting our departmental and institutional SLO goals. We will review if these courses meet our pedagogical goals and offer enough opportunities for student access.

Quantitatively: We will be monitoring enrollments in both styles of classes to see if they are meet the goals of expanding our offerings instead of cannibalizing them. For example, last year we tried a fastrack two hybrid course and it had over 20 students but was low enrolled. We have been pruning our hybrid classes in expectation that they simply were not efficient, but this year we rolled over that course and to our surprise it garnered over 40 students. It may be we need to establish hybrids in more fast track modalities or at times where traditional face to face classes have not met, but one piece fo data is not a trend.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Thoughtfully adding classes without being pushed into online-only modalities helps the college's CLEAR mission statement of Physical presence and participation in the community under Values. Offering online classes can increase our value of access. maintaining Academic rigor even under the anticipated pressure of passing more students to meet guided pathways speed goals will solidify our commitment to integrity and academic excellence. the collaborative evaluation and experience of increasing our online offerings meets Goal 1 of the institution, Goal 2 clearly adds to student access, Goal 5.3 as we utilize online as a possibility for maintaining academic rigor and control even as we partner with High Schools such as we mentioned above. and all of these meet the specific goals mentioned in our History mission statement: "engaging and supportive learning environment for diverse learners." and "to create opportunities for learning in and outside of the classroom to meet these objectives."

Expected Goal Completion Date

4/8/2021

Goal 2

Brief Description

Create a History Transfer Degree

Is this a new or existing goal?

Existing

Goal Status

Completed

How will you complete this goal?

Professor Ritt shepherded our transfer degree through the process and we all all superiorly thankful for his work and time on this matter.

Outcome(s) expected (qualitative/quantitative)

Starting next year we should see trackdat on students participating in transfer degrees.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Having a history transfer degree meets many of the goals mentioned in Goal 1, and also very specifically adding to the Guided Pathways initiative.

We may set a future goal of evaluating and / or promoting this degree once we begin to get data next year.

Expected Goal Completion Date

Goal 3

Brief Description

Expand low cost and no cost textbook offerings in our classes while maintaining academic rigor of materials and avoid transfer woes.

Is this a new or existing goal?

New

How will you complete this goal?

We have excellent representation of people who have worked to make this initiative happen, with Professor Ritt an advocate as Faculty Senate President and Econ Adjunct Professor Zavodny serving on the low cost / no cost initiative.

One concern we have had is that Universities have in the past required certain kinds of texts to maintain transferability, so as we work to expand these offerings we wish to maintain academic freedom for individual professors even as we increase student access by lowering the barrier of entry cost to classes. We are working with our articulation officer on some of the more thorny concerns.

Some current examples of embracing this goal:

Some of our professors currently offer low cost initiatives but we need to be more proactive in getting them properly listed on the schedule as such.

We are looking to share our experiences in order to get deals that may help individual classes. For example, some publishers will offer a class free online book access for a semester when a new professor offers classes. We may wish to work with adjuncts in helping them, when offering new classes, cut deals with publishers to have their classes offered with these options.

Professors Estes and Jahnel have always worked with their publisher to get a custom book option that was lower than the current textbook cost, but have cut a deal starting next year where the publisher will offer both online and an unbound paper copy of the book with access codes for under \$40. They will be working with adjuncts who already offer that book to be aware of this new option that offers the same book at lower cost.

History 102 requires a California government and institution component by the state. In the part, UC Davis objected to articulation of our 102 courses unless we forced students to buy a book on the COR / syllabi, as they felt simply teaching it was not enough. Professor Jahnel is spearheading an attempt along with our articulation officer and the low cost / no cost group on campus to find a viable alternative

(buying one set of books through the foundation held in reserve at the library as an option for students, finding an alternative Davis is using) so we can make sure 102 courses may also enter low cost / no cost arenas without getting us in trouble in terms of transferability.

Outcome(s) expected (qualitative/quantitative)

To evaluate more low cost no cost options, help adjuncts get their courses listed, verify that the materials offered do not cause problems for articulation, and then update department policies and eventually CORs to reflect any new textbook offerings. As the culture increases also pit publishers against each other, noting x publisher is offering a \$40 text, do you wish to as well?

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Absolutely aids in the goals of access and innovation. Deals with a diverse student body and at risk students. Increases the chance students will make it through their guided pathways if costs are less prohibitive.

Expected Goal Completion Date

4/8/2021

STAFFING AND RESOURCE NEEDS

Instructions

1. Refer to [Strategic Plan](#).
2. See [Data](#).
3. See career info (In PRP)

Are you requesting additional full-time faculty?

Yes

Are you requesting additional Staff, CAST or AA?

No

In the last ten years, what is the net change in number of FT Faculty in the department? (FT faculty loss vs. gain)

-1 (lost two to retirement, one to not getting tenure, lost one position to be hired that failed a search* (we believe that was 2009) I need to find the documents)) We gained back 2 and are hiring a third.

% of FTEF for on-going reassigned time (department chair, program director, coordinator, etc.)

2016-2017 % FTEF (on-going reassigned time)

2017-2018 % FTEF (on-going reassigned time)

2018-2019 % FTEF (on-going reassigned time)

% of FTEF for temporary reassigned time (grant activity, sabbaticals, leaves, other reasons)

2016-2017 % FTEF (temporary reassigned time)

2017-2018 % FTEF (temporary reassigned time)

2018-2019 % FTEF (temporary reassigned time)

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

Professor Of History, American Specialist

How will this faculty position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?

We are anticipating the loss of two of our senior faculty within the next PRP cycle (Professors Johnson and Arguello). At the moment we are hiring an Americanist with a preference towards Latin American or Canadian history to be able to phase into History of the Americas courses for his retirement, and we are hopeful that the new hire will benefit greatly from Professor' Arguello's experience and knowledge. Once Professor Johnson retires we will be down an individual. It should be noted his will also be big shoes to fill, as he remains one of our most dynamic and popular professors.

Both Professors have a legacy of extraordinarily high fill rates and their loss will be a blow to our enrollment numbers unless we plan ahead and see if they can mentor the next generation with their "secret sauce" of success. Further, we are looking in finding a new Americanist one that adds to our department diversity. Even though we Have amongst just our full timers representatives of Men and Women, straight and LGBT, Caucasian, Hispanic, and Asian representation (not a bad feat for just 7 people) we embrace and hope to expand our diverse faculty to have students see reflected in their faculty mentors and leaders like them. We will be looking to add an Americanist with a preference towards an underserved field (immigration history, Asian-American History, Black History, Native American History) to complement our recent hire's focus on a desire for Chicana / Latina focus that will help tie us in an interdisciplinary fashion to other departments. As currently doc where 50% of our courses are taught by full timers, and as a first line of defense for incoming students, having a bread and butter program not meet the state's standards of at least 50% classes taught by full time professors seems misguided.

Finally, the PRP asked what can we do to increase our success rate? Completion will be aided by having more dedicated full time faculty who can know the resources to point students towards and can take the time to more individually mentor students. We cannot expect the same of our underpaid freeway fliers.

Also, please note we sent a request to HR for the FTEF numbers. As it is now nearing end of workday Monday we are submitting the form but will forward the revised numbers when we receive them.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)

For the American component, no; but specialists in emerging fields that serve our diverse student bodies are often snapped up by universities. Our two finest adjunct scholars of black history were hired by other institutions full time.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

No.

Please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

As mentioned in the labor market, creating scholars who have skills in writing and critical thinking are a necessity. Consider burgeoning areas in land claims as historic rights are questions if Presidential plans to seize border land by eminent domain are realized. Legal scholars interested in moving forward or taking land will need to investigate treaties and international claims that go back two centuries. Secondary school teaching was top listed as a "bright" prospect as the top pick among history future careers according to the labor market data provided.

