

2019-20 History Annual Program Plan

I.A. Program Profile: Purpose

Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College?

Narrative

The History Program is a critical component to Skyline College's mission: To empower and transform a global community of learners. The department provides a breadth and depth of courses, which encourage students to develop a general understanding of the state, country, and the global community.

The Skyline College Promise has three main components; to ease the financial barriers that impede accessibility to higher education; to provide focused academic support to achieve completion; and to redesign curriculum into guided pathways to improve student success and completion.

The History department offers 28 classes, a number that cannot be found in other community colleges in the entire region. The History department has played a central role in the creation of a Social Justice Studies transfer degree. The cross-disciplinary team has been collaborating on core courses and the *Service Learning* component of the program. The International Relations AA-T degree requires two core classes, World Societies I and II, in addition to numerous history courses in their area of specialization.

We offer an Associate of Arts degree for Transfer (AA-T) in History. Our courses help students fulfill the requirements for graduation and transfer. We offer courses that satisfy the requirements for an AA/AS degree; transfer to the University of California; satisfy IGETC requirements, and transfer to the California State University system. Our history courses are also transferable to private colleges and universities nationwide.

History courses are an integral part of other programs at Skyline College.

1. Learning communities include: ASTEP, Cipher, Kababayan, PACE, Puente, and Social Justice.
2. Programs include: Distance Learning Education, Honors Transfer Program, and First and Second Year Experience.

I.B. Program Planning Team

Annual program planning is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the narrative. Include names and the title or role of each person.

Narrative

Rosemary Bell

Professor of History

II.A. Analysis: Progress on Prior Program Objectives (Goals) and Activities

Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. New programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities.

Narrative

Last year our main focus was on the creation of the AA-T degree in Social Justice. The goal was to work within an inter-disciplinary framework within our division, and with other divisions on campus. Our division brought three experts in gender and LGBT pedagogy workshops to the campus. These were a huge success, and the AA-T degree program is currently being reviewed by the State Chancellor's Office in Sacramento.

Unfortunately, one of our adjunct faculty members passed away suddenly in December, 2017. Greg Erion had been our Tracdat coordinator working with the division on updating SLO's for the 28 courses that we offer. There were a number of courses that had not had an SLO update. Our newly appointed Tracdat coordinator is John Skovgaard, an adjunct faculty member, who will work with Rosemary Bell in the coming year to ensure that all course SLOs are updated and recorded.

Curricunet information will also need to be updated.

II.B. Analysis: Program Environment

Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur.

Narrative

It is a given that when unemployment in the Bay Area is at an all time low, that our student population declines. The 'bust and boom' cycle of Bay Area employment trends dictate the number of students we attract.

1. The demolition of Building One, which is scheduled to begin at the end of fall semester in December, 2018, will have a major impact on the History department. The lack of offices for full and part-time personnel will make it more difficult for faculty to hold office hours, or collaborate with colleagues. It is estimated that rebuilding Building One will take approximately three-four years. In the meantime, History faculty will have to make-do with the classrooms available, and to increase our Online and Hybrid offerings.

2. The introduction of Meta-Majors will have a major impact on the History department. We have been told that there 'may be a possibility' that some history courses that will not fulfill specific requirements for the major, be cancelled or banked.

It is our intent that History offerings respond to the needs and desires of our student population. There are a number of classes that address Filipino, Latin American issues, as well as focused classes on specific topics, such as the Holocaust, the History and Politics of the Middle East, and Europe Since 1945. These classes were developed in response to student suggestions, and were deemed necessary by faculty. If our mission is to empower and educate a global community of learners, our class offerings must reflect that mission.

3. The new college program AdAstra, which selects classrooms on the entire campus, will also impact the History department. The majority of the faculty use 'smart' classrooms, especially projectors and Internet access. These 'smart' rooms are antiquated. Furthermore, the types of desks, the arrangement of them, and the limited whiteboard space restricts creative lesson planning, and hybrid approaches to content delivery. Improving technology and facility layout is of utmost importance in keeping up with the learning styles of our students. A proposal for modernizing our technology and classroom layout has been included in the printed form of this report. This we hope to see implemented in the new Building One. I believe that Mustafa Popal, who is a member of our department, is on the planning project team and will ensure that the History department's needs are incorporated.

II.C. Analysis: Student Learning Outcomes (SLOs and PSLOs)

- 1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.
- 2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable.

Narrative

1. We have a new Tracdat coordinator, John Skovgaard. Tracdat is currently in the process of being updated, and Curriconet has had only specific courses updated upon request of the curriculum committee. John Skovgaard and Rosemary Bell are doing a thorough review of the courses in both databases. Both of these two databases will be correctly and completely updated in time for accreditation next year. Unfortunately, we do not have finalized statistics for our classes.
2. Updated PSLO's must be submitted to the curriculum committee for review, and then compared to the department's SLOs. This will begin in the current academic year.

Updated PSLO's :

- a. Historical Critical Thinking Skills: Students will evaluate historical processes that develop local, national and global ideas of politics, economic, and social policies,
- b. Community Efficacy: Students will employ their historical knowledge and critical thinking skills in developing attitudes on a range of issues—from political, cultural, legal, to socioeconomic matters—necessary for active participation as local and global citizens.
- c. Personal Efficacy: Students will employ their historical knowledge and critical thinking skills in developing constructive attitudes on a range of issues necessary in addressing personal psycho-social needs. Current SLOs for each class are in the process of being evaluated to ensure that individual courses correspond to the PSLOs.

Demographics, and Success and Retention statistics are important to help us identify some of the areas that need special attention.

Overall Student Characteristics: 2016/17 stats: Gender and Ethnicity

Gender - Male 48%, Female 49%

Ethnic breakdown - 22% - Filipino, which has been consistent over the past five years,

- 21% answer to “multi-racial”, which has increased by 4% over the past five years

Annual Success and Retention Rate is 72%; which corresponds with the campus and previous History Annual Success Rates. The retention rate for History has gone up from 2015/16 stats of 16%, to 13% retention in 2016/17. This is a small upsurge in retention rate of 3%.

The major challenge for the History department is the success and retention of Black, Non-Hispanic students. The overall number of African-American students on campus is 2.4%. Over the past five years, the History department’s success and retention rates for this cohort has averaged 58%, retention has averaged 20%.

The History department’s enrollment of self-identified African-American students in 2016/17 was 61; success rate was 59%, and retention rate was 16%. There are some semesters where there are no African-American students in a number of our classes. In the Spring 2018 semester, in History 201, a course that fulfills the AH&I requirements, there are two African-American students. They both are successfully passing the course.

History offered four online courses during Spring 2018. These courses were primarily AH&I requirements, History 201, 202 (U.S. History I and II), History 240, Ethnic Groups in California, and History 310, California History. Our retention in online courses averages 65% completing the online course, and 25% of students withdrawing from the course.

The History department’s stats are consistent with the overall stats of the college as a whole.

III.A. Reflection: Considering Key Findings

Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness.

Narrative

POSITIVE KEY FINDINGS

1. The History department's statistics are consistent with the overall stats of the college as a whole. The college's goal of Success is to reach 75%; we currently hover at 72%.
2. The History department has been an integral member of the development of the AA-T degree in Social Justice. This was a tremendous undertaking, as it was interdisciplinary in nature. We also succeeded in bringing three experts in the fields of gender studies, and LGBT studies to our campus to "teach the teachers."
3. Two of our History colleagues are representing our department at the campus-wide level. Christopher Collins, adjunct faculty was appointed the District Education Coordinator in the CTTL. Mustafa Popal has taken a leading role in the college-wide Curriculum Redesign. These two appointments are important to the History department as a whole; it means that our voices will be heard.
4. The History department offers courses that satisfy the AH and I requirements for the AA/AS degree, and transfer to the CSU and UC system. The History department has an AA degree in History for transfer (AAT), and we continue to work closely with the Skyline College Transfer Center to encourage transfer to four-year institutions and to ensure that courses necessary for transfer will be offered in a timely fashion. An on-campus textbook rental program, and having books for courses offered online has been instrumental in helping students afford books. This will help with success and retention rates. Also, some History courses are using Supplemental Instructors to assist students in particular classes.

NEGATIVE FINDINGS:

1. Though we have filled two full-time positions in the past few years, there is a need for at least one more. We desperately need another faculty member whose main priority is teaching, rather than coordinating other programs. Two of our newest full-time faculty is on reduced loads, one is working on the Curriculum re-design, and the other coordinates the Honors Transfer Program. We continually and respectfully request one more full-time faculty member, however, this urgent need has not been addressed.

2. Due to the change in our PSLO's the department will need to engage in SLO rewrites to fit with the PSLO's. Therefore, the pre/post assessments that were previously implemented will also need to be adjusted to reflect the new learning outcomes. This has consistently been a major issue, however, since we now have a new Tracdat coordinator, this work should be finished.
3. One of our action plans was having monthly department meetings. This is a continuous problem. This was inconsistently attempted during the course of this academic calendar, primarily because the division does not have a program coordinator, nor is there a department chair. We held one meeting at the beginning of the spring 2018 semester.
4. Scheduling monthly department meetings are very difficult because of time constraints on both full and part-time faculty, and the lack of will for any faculty member to take on a leadership role.

III.B. Reflection: ISLOs

If your program participated in assessment of ISLOs this year:

- (1) What are the findings and/or conclusions drawn?
- (2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do.

Narrative

N/A

Our PSLO's were written last year, and they need to be brought to the Curriculum Committee. I do not believe that has been done.

IV.A. Strategy for Program Enhancement: Continuation/Modification

Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item.

Narrative

1. We are committed to insure the success of the new Social Justice AA-T and the embedded requirement for service learning. A service- learning center (center for community engagement) is necessary.

A good number of the social justice studies courses are in history; we as faculty in history have to develop service-learning assignments, and secure community partners to successfully meet the requirements. To ensure success, a centralized center is critical.

Currently, we have helped develop a template for service-learning curriculum and placement. A link to the “Service Learning in a Box” that was created with input from several disciplines in the SS/CA Division is below.

Link to “Service Learning in a Box”

<https://docs.google.com/document/d/1EY0amj6yaLaWoxfwNTMzCCxG3UYph8fGXvOyKQhITvw/edit?ts=5b04427d>

1. For the academic year 2018/2019 we will need to re-write our SLOs to reflect our new PSLOs.
2. Rewritten SLO’s will need to be approved by the Curriculum Committee.

Our analysis (as a department) of our SLO assessments in relation to the load, success, and retention rates is superficial because of the lack of coordination within the department. Therefore, we need to re-establish our efforts of having regularly held and attended department meetings where such information is reviewed and discussed.

IV.B. Strategy for Program Enhancement: Action Plan and Resource Requests

Based on the most recent CPR and any desired modifications, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the APP report under this item.

(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.

(2) IMPORTANT! Make sure to associate each objective to this standard in the APP. Need help? Contact the PRIE Office for further instructions. Institutional Goals. Need help? Contact the PRIE Office for further instructions.

Narrative

Program Enhancement: Action Plan and Resource Requests

As mentioned in IV.A above, in order for the department to be in compliance with course SLOs, and to ensure that Program Review and Annual Planning document is completed in a timely fashion, a department coordinator is needed to formally coordinate the following:

- Distribute workload on assessment and analysis
- Coordinate and disseminate information from PRIE and other administrative bodies
- Formalize a Student Teaching Program Mentor Program with universities within the Bay Area
- Coordinate Program Review
- Coordinate curriculum cycle in conjunction with department needs
- Other duties as assigned.

Presently, we do not have a “formal” department coordinator. The department coordinator should be on release time in order to dedicate adequate time to the responsibilities stated above.

5. A Program Services Coordinator for the SS/CA Division is desperately needed. This will help the History department fulfill its needs and responsibilities. In addition, we lack a formal department chair, someone with release time who can coordinate department needs and responsibilities. While I have designated myself a “de facto department chair”, I do so reluctantly. I have no release time, and continue to teach a full-time load. In addition, some full-time faculty just do not have the will to take on a leadership role.

6. Work Study student to assist with clerical responsibilities.