



Instructional Comprehensive Program Review Template

Directions: Enter your narrative responses after the questions. Upload report(s) that you reference in each narrative.

Submitter: Mustafa Popal

Submission Date: 1/21/2022

CONNECTION TO THE COLLEGE

1.A. DIVISION: Social Science and Creative Arts
PROGRAM NAME: History

1.B. YEAR OF REVIEW: AY 2021-22

1.C. PROGRAM REVIEW TEAM: Mustafa Popal, Rosemary Bell, Christopher Collins

1.D. CONNECTIONS TO THE COLLEGE MISSION/VISION/VALUES:

- i. Describe the program, its purpose, and how it contributes to Skyline College's Mission, "To empower and transform a global community of learners."

The primary focus of the history program is fundamental to Skyline College's Mission: "To empower and transform a global community of learners". The department offerings provide a breadth and depth of courses that encourage students to develop a general understanding of this country and the global community. We offer an AA-T degree in History, which provides a solid foundation for history majors. We have revised our AA-T offerings which emphasize more history courses as electives, thus giving history majors more of a selection of courses that will help their transfer and career goals.

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 within the immediate area and also nationwide. Since our last CPR, the department has reevaluated its Student Learning Outcomes to focus on equity, social justice, and how history impacts our communities and individual lives.

- ii. Alignment with the College Values

Place a check next to the Skyline College Values that are integral to your program's operations; for each value checked, provide a concrete example of how the value connects to your programs.

Social Justice: We are committed to a comprehensive diversity framework that promotes social justice throughout all policies, procedure, and practices of the College.

This CPR cycle has enabled certain members of the History department to critically self-reflect about who we are as a department. It is imperative that we develop a sense of "identity." A few have spent time discussing the concept of "student first or student centered" education and how we best apply that idea. It is one thing to say it; it is another thing to understand and successfully apply what teaching "student centered" means. The department has not been successful at holding monthly (or bi-monthly) meetings to exchange ideas on this crucial topic.

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Since our last CPR, the department has reevaluated the courses we offer to an ever growing diverse campus population. A Social Justice AA-T was approved in 2014. This degree program offers students the opportunity to examine racism, classism, patriarchy, gender bias, and other forms of oppression from an interdisciplinary perspective. Students can also engage in critical service-learning, which offers the opportunity to join in collective actions to address social problems in their own community.

A small number of faculty members have taken advantage of Equity Institute training, and professional development flex activities which emphasize social justice and equity practices.

Campus Climate: We value a campus-wide climate that reflects a 'students first philosophy' with mutual respect between all constituencies and appreciation for diversity. Both instruction and student services are dedicated to providing every student with an avenue to success.

A few History faculty has always been dedicated to providing a 'students first' philosophy. Physical safety of the student is paramount. However, faculty believe that mutual respect, and appreciation for student differences whether it be learning differences, opinions, or how students self-identify should be respected. Faculty should be encouraged to take the time to explain what support services would be helpful and follow-up with students.

Open Access: We are committed to the availability of quality educational programs and services for every member of our community regardless of level of preparedness, socioeconomic status, gender, gender expression, sexual orientation, cultural, religious, or ethnic background, or disability status. We are committed to providing students with open access to programs and responsive student services both in person and online that enable them to advance steadily toward their goals.

The History department needs to recognize who we serve. In our opinion, Open Access correlates with Campus Climate. Our students are not monolithic; the community serves all of those who want to receive an education regardless of challenges they may have. We need to meet the students where they are and what they bring to the college, not the other way around. The bar is still high, and all students should be given the chance to reach that bar.

Our student demographics have changed over the past six years, and the department has revised the SLOs for each course addressing these changes. We have added an SLO which specifically addresses the question of how does history relate to your (the students) personal circumstances. All students are afforded assistance from student services on campus. Students are referred by faculty if it is apparent that students need extra academic help, or psychological services. Our purpose is to ensure that all our students receive a quality education, and extra assistance in order to achieve their goals.

Student Success and Equity: We value students' success in achieving their goals, on time, and strengthening their voices as they transform their lives through their educational experience. We aim to identify and address equity gaps through evidence-based research

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to ensure that each student has the opportunity to succeed.

The history department supports the plethora of Student Success and Equity programs on campus. We interact with the Student Success Program which offers a variety of tools from a Student Educational Plan to specific Meta Major Counselors that assist students to complete their coursework and transfer on time. We have aligned course content to better connect to our student demographics. Some faculty use a questionnaire to assess student's strengths and challenges, then tailor the course to their specific needs. The idea is that we need to meet the students 'where they are', not the opposite. This idea is by no means the 'norm' of the entire department. Fulltime and adjunct faculty need to work together on creating the 'identity' of the department. We took the first step by redesigning our SLOs, and this comprehensive review of courses and SLOs will help the department close the equity gaps.

☒ **Academic Excellence:** We value excellence in all aspects of our mission as a comprehensive community college offering preparation for transfer to a baccalaureate institution, workforce and economic development through career technical education programs and certificates, Associate of Arts and Associate of Science degrees, a Baccalaureate Degree, basic skills development, and lifelong learning. We are committed to academic rigor and quality with relevant, recent, and evolving curricula and well-equipped programs that include new and emerging areas of study. We are dedicated to an educational climate that values creativity, innovation and freedom of intellectual exploration, discovery, thought, and exchange of ideas.

A significant priority of the History department is to ensure that all students have equitable opportunity and exposure to all of the programs that the college offers to help students excel. The department offers relevant and evolving curriculum and pedagogy. Faculty supports the Honors program which encourages students to be creative and offers challenging research opportunities. Skyline offers so many support programs that assist students in being successful, that they can't be listed here. However, the History department actively seeks out the programs that will assure student success.

☒ **Community Partnership:** We value a deep engagement with a community we serve through collaborating with local school districts, industry, non-profits, government and the arts. Valuing our role as an academic and cultural center, we are dedicated to meeting the needs of the labor market and community.

The History department houses the Kababayan Program which serves the Filipino community. The Honors Transfer Program has had great success in helping students transfer to UC schools for the past 15 years. The Dean of Social Science/Creative Arts oversees the program. Our program offers the 21st Skills (critical thinking being paramount) that are necessary to help students once they enter the labor market, and encourage life-long learning.

☒ **Participatory Governance:** We value just, fair, inclusive, and well understood, transparent governance processes based upon open and honest communication.

A few of our tenured faculty actively participate in campus-wide committees and actively



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provide feedback to the division and the district.

Sustainability: We value an institutional culture that is committed to environmental sustainability and justice. We are committed to the tenet of sustainability, “To meet present needs without compromising the ability of future generations to meet their needs.”

Sustainability can encompass many avenues. Our in-service learning in the Social Justice studies department allows students to create sustainability projects. A major project is the Ocean Beach cleanup held twice a year. The History department is moving away from textbooks and have embraced OER/ZTC. This has saved trees for the community, and money for the students. A goal of the college is to eventually go paperless.

1.E. PROGRAM PERSONNEL

i. Provide the current FTE of each category of personnel:

- FT Faculty FTE: 4, Rosemary Bell, Mustafa Popal, John Ulloa, James I. Wong
- Adjunct Faculty FTE: 9, Chris Collins, Melissa Irish, John Skovgaard, Michael Phipps, Anthony Swanson, Paul Bolick, Rod Magbual, John Elia, Nancy Reidy
- Classified Professionals FTE: 1, Chris Woo, Program Services Coordinator - Social Science and Creative Arts Division
- Manager/ Director FTE:
- Dean FTE (if applicable): 1, Nicole Porter, EdD

ii. Describe any changes in staffing since the last CPR, and how the change(s) have impacted the program.

Not Applicable

The Social Science/Creative Arts Division has added a Program Services Coordinator who manages and supports ongoing campus events, maintains a critical website for SS/CA which has all pertinent information re ongoing projects, and communications for the division. We also have one of our adjunct faculty who is the full-time Distant Education Coordinator. This has benefited our department, as well as the entire division, in assuring that our curriculum (Curricunet) is current and correctly stated.

iii. Are there any unmet needs in the program pertaining to program personnel (e.g. staffing, schedule limitations, turnover)? If yes, please specify.

Not Applicable

A full-time faculty member retired on December, 17, 2021. One full-time faculty member is on reduced-load for the foreseeable future. We are requesting two full-time faculty members to be added ASAP.



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1.F. PROFESSIONAL DEVELOPMENT

i. Summarize key professional development that the program personnel have engaged in since the last CPR to meet

- the mission of the program,
- the aim of the college to increase equity.

Mustafa Popal

ESOL Learning Community

Comprehensive College Redesign

Equity Institute

Social Science Unwrapped Series-Rosie Bell

Canvas training, Zoom training, online teaching applications due to COVID-19

Project Change - John Skovgaard

ii. Are there any unmet needs pertaining to professional development? Please specify.

Not Applicable

The College offers professional development courses and opportunities; however, not all faculty take advantage of these offerings. Many of our adjuncts have fulltime jobs elsewhere, which makes time a major factor in non-attendance. A continuation of zoom workshops would assist faculty who cannot come to campus. Faculty could attend as a department, or discuss what P.D. workshops would be beneficial for all.

CURRENT STATUS

2.A.1. STATUS OF PRIOR COMPLETED OR DISCONTINUED GOAL – Goal # 1

If no goals are completed or discontinued, leave 2.A.1 through 2.A.5 blank. Rather, provide responses in [Section 5.B](#) for ongoing and/or revised goals.

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

2014/15

Department has renewed and revised all of its current course offerings.

STATUS: Completed Discontinued

SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS



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- Completed – Note the accomplishment and to what extent the measure of success was met.
- Discontinued – Explain why.

Department has renewed and revised all of its current course offerings. Department has banked those for further review, and has discontinued courses that did not meet Meta-Major criteria, and articulation at UC and CSU schools. DE addendums have been added to all courses



Instructional Comprehensive Program Review Template IMPLEMENTATION STEP(S)

Four fulltime faculty members reviewed the courses offered, banked some and discontinued offering others as mentioned above. The attempt to divide the remaining courses evenly depending on the faculty members area of expertise was initially begun last semester. Unfortunately, there were challenges with two faculty members in particular who did not complete their rewrite of course SLOs, did not update the courses in Curricunet, and did not follow up with the Curriculum Committee time schedule.

GOAL ALIGNMENT WITH COLLEGE VALUE(S)

- Social Justice
- Campus Climate
- Open Access
- Student Success and Equity
- Academic Excellence
- Community Partnership
- Participatory Governance
- Sustainability

2.A.2. STATUS OF PRIOR COMPLETED OR DISCONTINUED GOAL – Goal # 2

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

2014/2015

SLO Review and Update

STATUS: Completed Discontinued

SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS

- Completed – Note the accomplishment and to what extent the measure of success was met.
- Discontinued – Explain why.

1. Rewrote and curriculum committee approval of PSLOs.
2. Rewrote and curriculum committee approval of all course SLOs.



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IMPLEMENTATION STEP(S)

Two fulltime faculty members rewrote the departments PSLOs. Curriculum Committee reviewed and approved the current PSLOs. Rewriting, and entering information into Curricunet was completed by three of the five fulltime faculty members. All rewritten SLOs were reviewed and approved by the Curriculum Committee.

GOAL ALIGNMENT WITH COLLEGE VALUE(S)

- Social Justice
- Campus Climate
- Open Access
- Student Success and Equity
- Academic Excellence
- Community Partnership
- Participatory Governance
- Sustainability

2.A.3. STATUS OF PRIOR COMPLETED OR DISCONTINUED GOAL – Goal # 3

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

2014/15

Goal #3 was to have bi-monthly or monthly department meetings. This goal has not been met.

STATUS: Completed Discontinued

SUPPORTING NARRATIVE FOR EACH GOAL’S STATUS

- Completed – Note the accomplishment and to what extent the measure of success was met.
- Discontinued – Explain why.

IMPLEMENTATION STEP(S)

Discontinued is not a proper response. We do not want to discontinue these meetings; in fact, they're critical to the 'identity' of the department which we have been struggling with for some time. We need to resurrect these meetings. We ask for a program coordinator that would organize and maintain these meetings among other tasks for the History department.

GOAL ALIGNMENT WITH COLLEGE VALUE(S)



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- Social Justice
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- Student Success and Equity
- Academic Excellence
- Community Partnership
- Participatory Governance
- Sustainability

2.A.4. STATUS OF PRIOR COMPLETED OR DISCONTINUED GOAL – Goal # 4

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

2014/15

Goal #4 was to have pedagogical consistency.

STATUS: Completed Discontinued

SUPPORTING NARRATIVE FOR EACH GOAL'S STATUS

- Completed – Note the accomplishment and to what extent the measure of success was met.
- Discontinued – Explain why.

Creating a department 'identity' and discussions about each faculty member's pedagogical style is one of our highest priorities. Again, the question is whether all our faculty are 'student ready' and have the pedagogical tools and style to meet students where they are, rather than where we want them to be. Not all faculty are on the same page with this issue. However, monthly meetings, dialogue, professional development workshops will definitely support this goal.

Example: there are still faculty who assign term papers. If students are to be successful in writing a term paper, there needs to be scaffolding. Each faculty member has a different criteria on style (MLA, Chicago, etc), use of citations, and other individualized requirements. Students are often confused particularly if they take different faculty and courses.

Some faculty are using textbooks, some have switched to OER/ZTC. We envision our department becoming a complete OER/ZTC department; this would mean reevaluating pedagogical styles.

IMPLEMENTATION STEP(S)

Again, communication, and monthly meetings are critical to meet goal #4.

GOAL ALIGNMENT WITH COLLEGE VALUE(S)



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- Social Justice
- Campus Climate
- Open Access
- Student Success and Equity
- Academic Excellence
- Community Partnership
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- Sustainability

2.B. ACHIEVEMENTS

Describe the program's achievements since the last CPR (beyond what was addressed in 2.A).

Consideration may include, but not limited to:

- Successful and/or innovative programming, initiatives and plans
- Fruitful collaborations beyond the program
- New or updated curriculum
- In-reach/outreach efforts
- Technology or operational improvements
- Successful use of data to improve student outcomes and equity
- Maintenance of high levels of excellence
- New degrees, certificates, and/or pathways

All classes in our curriculum have been revised re updated curriculum, DE addendum, course content, representative texts (move to OER/ZTC).

All class SLOs have been revised and approved to address demographic and societal changes. The SLOs have specific intent, and relate to the revised PSLOs.

Our AA-T degree in History has been approved at the state level, after being 'lost' in 2014 and having to be rewritten and resubmitted.

History courses have revised, banked, and discontinued courses based on the Comprehensive College Redesign criteria.

COVID-19 has demanded that all faculty become adequately trained in Canvas, Zoom, and other CCTL offerings that enable a smooth online presence for students.

Certain members of the department have participated in fruitful collaboration beyond the program.

1. ASTEP Learning Community
2. Puente Learning Community



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3. First Year Experience
4. Second Year Experience
5. International Relations Major
6. Kababayan Learning Community
7. Honors Transfer Program
8. Distance Learning Education
9. Spark Point Center
10. Transfer Center
11. Disability Resource Center

In addition Mustafa Popal has been leader of the College Comprehensive Redesign, and a Fellow in the Equity Institute for the past two years. John Ulloa has collaborated and led study abroad trips with the Global Studies Program. Rosemary Bell, in collaboration with Jennifer Merrill, and the assistance of PSC of the Division has developed a speaker series, "Social Sciences Unwrapped," which has been very successful in introducing the social sciences and 21st Century Skills to our students. Adjunct faculty member John Skovgaard has collaborated on the Project Change program, which supports those formerly incarcerated in college.

2.C. IMPACTS ON PROGRAM

Describe the impacts on your program (positive or negative) by legislation, regulatory changes, accreditation, grantors, community/school partnerships, college-wide initiatives, stakeholders, and/or other factors.

It is clear that the college redesign and meta-major initiative affected the course offerings in the History department. Courses that were created because of student interest such as History 410, the Holocaust and History 109, Europe Since 1945 has been dropped from the course offerings because it does not fit into a specific meta-major area. The same holds true for course offerings in the history of China. All of these courses resonate with the global situation today, but unfortunately students will not take them if they do not meet a specific requirement.

ACCESS

3.A. PROGRAM ENROLLMENT

What enrollment trends do you observe, and what may account for these trends?

The history department at Skyline College demonstrates enrollment trends that are consistent with the overall college-wide trends. The overall success rate is 74% with Summer sessions at 80%. This higher percentage may be in part due to university students returning to fulfill requirements and/or students taking less units and as such having more time to focus on coursework. The retention rates are in the "high 80s" with an increase since Spring 2020 into the 90s. Withdrawal rates in the same period dropped into the single digits, and less than 1% in Summer of 2020. These trends correlate and are attributed to the Covid-19 global pandemic.



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3.B. EQUITABLE ACCESS

Provide an analysis of how students, particularly historically disadvantaged students, are able to access the program.

- i. PROGRAM ACCESS: How do your program enrollment demographics compare to that of the College as a whole? What differences, if any, are revealed? What program, institutional, and/or external factors may have impacted equitable access, whether positively or adversely?

Enrollment demographics of the history department by gender are split evenly, and almost mirror the college-wide numbers with a lower variance of approximately 4% female students. Ethnically, the demographics match very closely the college-wide data. However, the major differences are 1) Filipino students - 19% in the department and 13.3% college-wide. We have two Kababayan courses which support some of our Filipino students. 2) White, non-Hispanic students are 15.6% within the department and 21.4 percent college-wide. The most concerning numbers are in the groups of students who are the most underrepresented: American Indian/Alaskan Native, Black Non-Hispanic, and Pacific Islander. This is not a departmental problem, but a college-wide problem.

- ii. COURSE ACCESS: Provide analysis of course enrollment trends for all active courses.

We have experienced a rise in enrollment in our summer sessions; fall semesters vary between 1200 and 1300 since 2016, and spring enrollments peaked at 1414 in 2020. Summer and Fall 2020 had the lowest withdraw rate at 1%, while Fall 2018 had the highest withdraw rate at 17%. It should also be mentioned that we also had the lowest success rate that semester at 68%. We have pre-pandemic issues to address regarding success and retention as a department, and since the pandemic our withdrawal rate is 6% or less, and our success rate averages 74.5%. Overall, our withdrawal rate is 10% and our success rate is 74%. College-wide these figures are 9% and 76%, respectively.

Hispanic (Latin@/x) students represent the highest enrollments in all but two History courses (435 and 436). However, the success rate of this demographic remains relatively low, especially in our core courses: 201, 202, 235, 240, and 310 where the success rate averages 66% over these five courses. Asian students are the highest performing demographic with the lowest % (HIST 203), and the highest of 100% (HIST 101). With regards to African American and Pacific Islander students, we need actual implementation of real strategies to support student recruitment and success in our program. African American students' highest success rate is 72% (HIST 202 and 235) in 7/15 courses. Pacific Islander students are at a high of 65%. It should also be noted that Filipino students are achieving an extremely high success rate in HIST 435 and 436 with 92% and 86%, respectively. That is something to explore as those are Kababayan courses, supporting Filipino students.

- iii. What efforts, if any, have been made to increase equitable access to your program (e.g., curricular and pedagogical changes to the courses; when it is offered; modality options – face-to-face, online, hybrid; recommended course sequencing; integration into guided pathways; adoption of OER/ZTC texts, etc.)? If more is needed, consider making it one of your program goals in the Action Plan.

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Several of our history faculty are adopting OER/ZTC texts to remove the barrier of high cost texts in our courses. We offer courses in Kababayan, Promise Scholars, CIPHER, and we have unbanked our Latinx themed courses to be offered in the Puente Learning Community. The greatest changes that we have made as a department is unify our SLOs in each course to reflect equity and social justice. Ultimately, our lecture content will have to reflect these same institutional values as well.

EFFECTIVENESS

4.A. OVERALL AND DISAGGREGATED COURSE SUCCESS RATES

Provide analysis of course success rates overall and disaggregated by student demographics.

- i. How do the course success rates overall compare to the College success rates?

Both in aggregate (all students) and disaggregated (by race/ethnicity, age, gender) data, our department face to face classes--in most cases-- are 1 or 2 percent behind the campus average. The gap between the campus data and our department widens when we look at our online classes by 2 to 6 percent, depending on the disaggregated group. For instance, when we compare our overall data with that of the campus as a whole, our face to face and online course success rates are at 74% and 73%, respectively, while the campus is at 76%. This trend holds up when we disaggregate the data as well.

For instance, Campus success with Latinx/Hispanic students is at 70%, while our departments success with Latinx/Hispanic students in our face to face and online classes are at 67% and 65%. There are some outlier data that is worth mentioning here. While our campuses success with African American students is 65%, our department's success with African American students in our face to face course are at 67% while our online classes are at 56%. Furthermore, our department success rates with Pacific Islander sits at 57%, regardless of modality, while the campus success rates with Pacific Islanders is at 64%.

Clearly, our department, as a whole, need to engage in critical inquiry and analysis to arrive in a place that not only aligns with the campus but surpasses it.

- ii. What have you learned from reviewing the overall and disaggregated course success data? Choose disaggregations which are most relevant to programming decisions (e.g. ethnicity, gender, age, enrollment status, and/or disaggregations that are unique to your program).

While we have not had a discussion as a department as to an acceptable percentage of success in our courses, it's clear that anything below 70% is absolutely alarming.

Unfortunately, as a department we find that our success with African American, Latinx/Hispanic and Pacific Islander students are below 70%.

That said, there are some important trends and data anomalies to observe. First, from spring of 2017 through the fall of 2019 we saw a steady increase of success with our African American students from 57% to 78%. Unfortunately, during the Spring of 2020, when the pandemic hit and with the corresponding change in modality, our success with African American students dropped to 60%. Nonetheless, overall, there is some encouraging signs that our interpersonal relationship, content matter, and pedagogical



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changes are supporting greater success with African American students. Second, while this current CPR cycle includes fifteen semesters (including summer session), we only have five semesters of data regarding our success with Pacific Islander students. Nonetheless, those five semesters data provide a very stark picture of our success.

There is some potentially important data that still needs to be collected in order to be able to more precisely impact our ability to support our students' success in our courses. For instance, our success with female students is 4% higher than with male students, while, as mentioned above, we have struggled in supporting student from the most minoritized racial/ethnic groups. Is it safe to then assume that where we need to find more success is with males of color? We'd like the data to test this summation. This is all to say, we need to begin collecting intersectional data to address the gaps of success in our department and campus.

- iii. If outcomes reveal inequity, what may be contributing factors at the program, college, and/or district level?

At the program level there are several things to consider. There are deep philosophical divides in politics, education, the purpose of teaching and learning, and generational, which all have led to a department that has very little normed practices producing uneven learning experiences. We are a department more in name than actuality. We don't meet and we don't agree. For instance, while some faculty engage in a critical analysis in the determining classroom policies, assignments/activities and pedagogy, others do not. That's to say, our department is divided between college-ready and student-ready orientations.

At Skyline, the issue is not things that produce equity gaps; it is the lack of a systemically implementation of the vast number of equity projects into one cohesive program across campus. We have a musical chair approach to equity projects. They are all great, but unconnected, under or over supported, with no unified framework to help each program to methodically and strategically implement the various tools/ideas at targeted issues within the programs and across the divisions. One example of this is the parallel efforts of the comprehensive college redesign and Anti-racist council. Very similar in nature and intent, but with slightly different nomenclature. Furthermore, equity at skyline is a faculty by faculty choice. If equitable mindsets and practices continue to be a choice it is impossible to close equity gaps.

Furthermore, as a Hispanic Serving Institution we are doing a poor job of serving Latinx/Hispanics in our department and at the college at large. If we are going to take on the HSI title, our institution needs to be more deliberate in its efforts.

If we are to be a student-ready/student first institution we have to adopt a needs-based approach in the classroom, which requires more transformative approach to classroom administration and relationship building. That is very difficult to achieve with class sizes of 45 and class load of five.

4.B. INDIVIDUAL COURSE SUCCESS RATES

Provide analysis of individual course success rates.



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The low success rate in one of our core classes is cause for alarm. History 100, year after year, has had declining success data. Since fall of 2017 the percentage of success has been between 47% and 55%. The total success rate for this course, overall, has been 64%. When we disaggregate based on race/ethnicity, the only students we find success with are Asian, with all other race/ethnicity below 70%. When we disaggregate based on gender, we are 5% less successful with female students compared to male students.

While most of our other classes hover above 70%, in most all of our classes we have success below 70% with African American and Pacific Islander students. History 201, another one of our core classes, has a success rate above 70% but in the 60% for our students of color.

4.C. INSTITUTIONAL SLO RESULTS

When possible, concurrently assess course SLOs and ISLOs.

Report on the last six years of ISLO results. Indicate if the results met the benchmark or were inconclusive. Additional commentary is optional.

ISLO	YEAR(S) ASSESSED	COURSE(S) TO ASSESS THE ISLO	RESULTS
CITIZENSHIP	Sp '17	244	83% to 91% of students had some proficiency to excellent proficiency in the categories for this ISLO
CRITICAL THINKING	Sp '16 & '19	244//104,244,310	'16: 80% to 86% of students were sometimes to consistently successful across the 6 categories for this ISLO. '19: 76% to 92% of students had some proficiency to excellent proficiency in the four categories for this ISLO.

ISLO	YEAR(S) ASSESSED	COURSE(S) TO ASSESS THE ISLO	RESULTS
EFFECTIVE COMMUNICATION	FA '15 & '18	108, 235/106,201,235,240,310	'15: 82% to 90% of students were adequate to excellent in the four categories for this ISLO. '18: 90% to 100% of students had some to excellent proficiency across the three categories for this ISLO.



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INFORMATION LITERACTY	FA '16	100,240	83% of students were had some proficiency to high proficiency for both categories for this ISLO.
LIFELONG WELLNESS			N/A

4.D. COURSE AND PROGRAM SLO RESULTS

Upload the relevant [Improve](#) (formerly *Tracdat*) SLO reports showing the last six years of results that you reference in the narrative.

Drawing from 4.C. and 4.D., what notable conclusions were drawn from the assessment results? If available, note any differences in assessment results by key disaggregations (e.g. modality, learning communities, etc.). What have been the implications for the program?

- i. How well is the program meeting its PSLOs?

For programs that assess PSLOs by “rolling up” course level SLO results,

- Which courses or course level SLOs do students struggle with, and which have “inconclusive” results, if any? Speculate why.
- If course level SLO results were quantified, identify the total number of students whose work met the benchmark, and the total number of students whose work was assessed, and then calculate the total percentage of students whose work met the benchmark.

Past-six years: The program struggled to meet its PLSOs. Inconsistently with the Tracdat coordinators during that time (we had three in less than five year period), course SLOs were not calibrated, little analysis completed after pre/post test assessment. Students tend to struggle with two recurring SLOs: Knowledge of Constitution, and critical thinking skills (mostly analysis and synthesis). However, basic historical knowledge is also a challenge. Inconclusive results were noted, but there were no reasons given.

- ii. Are the PSLOs still relevant to your program? If not, what changes might be made?

PSLOs for History department have been updated this CPR cycle. They have been approved by Curriculum, fall 2021. The current PSLOs are very relevant to the department and the curriculum updates we have made, including rewriting SLOs for all our classes.

- iii. Drawing from the last six years of course SLO assessment, which courses beyond the ones mentioned in 4.D.i. had results that led to action(s) that were planned or taken?

Not Applicable

4.E. COURSE ENHANCEMENTS

Which course(s) are of concern due to their course success rates, SLO results, and/or other reasons? What efforts, if any, have been made to enhance student learning in those courses (e.g., curricular and pedagogical changes to the courses; course sequencing, including



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complementary general education courses; adoption of OER/ZTC text; assessment design; collaborations with other areas of campus, etc.)? If more is needed, consider which changes may be submitted to the Curriculum Committee in the Fall, and/or making it one of your program goals in the Action Plan.

Two of our core courses have significant issues. Most importantly is History 201, which is a core course in the History 201 and 202, U.S. History sequence. A majority of students take History 201 because it satisfies the AH&I requirement for an AA/AS degree from Skyline College, as well as satisfies the AH part of the AH&I sequence. History 201 usually has the most sections offered, and while the total success rate are above 70%, disaggregated data reveals that we find success with students of color in the 60% range.

History 100, year after year, has had declining success data. Since fall of 2017 the percentage of success has been between 47% and 55%. The total success rate for this course, overall, has been 64%. When we disaggregate based on race/ethnicity, the only students we find success with are Asian, with all other race/ethnicity below 70%. When we disaggregate based on gender, we are 5% less successful with female students compared to male students.

To address the problems in these courses, but to also enhance all our courses, we have rewritten all our course SLOs, adopted OER/ZTC in most of our classes, and will focus on our assessment redesign.

4.F. DEGREES AND CERTIFICATES

Not Applicable

List each of the degrees and certificates separately.

Provide analysis of degrees and certificates attainment, disaggregating by the demographics that are relevant to your program.

- i. What do the data reveal about
 - degree and certificate completion?
 - time to completion?
 - equity?

History (Associate Degree-Transfer CSU) Associate in Arts-Transfer
2018-19-4 D/Cert, 2019-2020-6 D/Cert, Total 10 Average Credits Earned - 78.50 Average
Time to Complete-8.3

History (Associate Degree-Transfer CSU or UC) Associate in Arts-Transfer, 2018-19- 1
D/Cert, 2019-2020-5 D/Cert, Total 6, Average credits Earned 73.17 Time to complete-7.1

History (Transfer CSU GE Associate in Arts) 2015-16-5 D/Cert, 2016-17-7 D/Cert, 2017-
2018- 2 D/Cert, 2018-2019 -2 D/Cert Total 16, - 100.0%, Average credits Earned 79.59,
Time to complete 9.1



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History (Transfer IGETC CSU) 2015-16-1 D/Cert, 2016-17, 1 D/Cert, 2017-8-2 D/Cert -Total 4, -100%, Average credits Earned 74, Time to Complete 5.3

- ii. What changes do the data suggest are necessary for the program to explore?

The changes we believe we need to make are included in section 5.

4.G. LABOR MARKET CONNECTION

Not Applicable

If appropriate for your program, given labor market data related to your program, discuss current labor trends and how your program is addressing them. How are you incorporating assessment information, recommendations from any advisory boards, and other external indicators into program planning? Report out on the following source(s) that are relevant to your program. Attach data.

- i. Labor Market and Trends (e.g. Centers of Excellence, Burning Glass)

All of our classes teach students 21st Century skills regardless of their academic majors.

- ii. Performance for CTE Programs (Launchboard)

- iii. Advisory boards

4.H. STUDENT FEEDBACK

Briefly describe how and when feedback was solicited from students, whether qualitative or quantitative, and what the results reveal.

Student survey was completed in Fall 2021. 2,466 surveys were sent out, and 138 were returned for a total of 6%. Major findings:

Q1 - Primary reason for taking History - 62% - fulfills a GE requirement

Q1-Major requirements for AA-T degree in History - 28%

Q2-Educational Goal at time of enrolling at Skyline College - 72% Degree/Transfer (other than History)

Q2 - Degree and/or transfer to four year university - History major - 12%

Content of History course met students needs - 65%, strongly agree, 32% agreed

Survey response was 32% Asian, 25% Hispanic, 25% white

The narrative of the Fall 2021 for History is very positive. Over 100 students responded to the question, "what did you most like about the content of your History course(s) at Skyline College"? A quick analysis is that the majority of students like to learn about racial and ethnic groups, current events and how it relates to them, passion of their professors, open minds of other students, faculty availability, "Great", and "Everything!"



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4.I. CURRICULUM

Programs are required to update all curriculum and secure approval by the Curriculum Committee. Please check the boxes to indicate that the following tasks have been completed.

- Secured approval of updated courses by the Curriculum Committee
- Updated Improve with new or changed SLOs, and requested from PRIE the addition of new courses in order to input SLOs
 - Not Applicable
- Submitted a current assessment calendar with all active courses to the Office of Planning, Research, and Institutional Effectiveness
- Reviewed, updated (as needed), and submitted degree and certificate maps to the Curriculum Committee

ACTION PLAN

Using key findings based on the analysis from this CPR cycle, develop a multi-year plan designed to improve program effectiveness and promote student learning and achievement.



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Identify one-to-five goals total: ongoing, revised, and/or new goals.*

5.A. CHALLENGES AND CONCERNS

Considering the results of this year’s CPR assessment, identify challenges, concerns, and areas in which further action is needed. Reference relevant sections of the CPR that provide further insight.

Upon reflection we see the following as challenges and concerns for our program:

1. Through our data analysis of course success rates, effectively serving racially minoritized students continues to be a major concern for our department. We had similar concerns last CPR cycle, but seeing how our department is still struggling in this area it has undoubtedly become even more urgent.
2. Furthermore, and not entirely disconnected from #1, is a need for increasing departmental engagement. We do not meet regularly, we do not engage in correspondence via email etc. This has produced a department that has little in the way of agreed upon identity, vision, and practices. The lack of collaboration makes it difficult to address equity gaps produced in the delivery our program. The lack of departmental engagement has led to some faculty to take on more than others, and the lack of clarity as to who is responsible in the administration of the program renders meaningful work into bureaucratic and compliance-oriented activities. All of this was on display last semester when we discussed SLO revisions for the CPR process. Not all faculty share the same pedagogical styles and ideology. Some adhere to 'student first' practices and incorporate them into our curriculum. However, other faculty members do not share the same view. In other words, we were trying to navigate larger ideological and philosophical differences at the same time as trying to complete institutional responsibilities.
3. Our program carries a major portion of our divisions load. We have roughly 20 courses that we offer in various modalities. Add to this the fact that our courses address key general education areas, history courses are almost a requirement for students. Yet, our full-time staffing of our program does not match this reality. We recently had a member of our department retire and another member is on reduced load towards retirement, further exacerbating #1 & #2.

5.B.1. ONGOING OR REVISED GOAL – Goal # 1

If no goals are ongoing or revised, leave 5.B.1 through 5.B.5 blank.

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

Monthly (bi-monthly) department meetings including adjunct faculty

STATUS

Ongoing Revised for this cycle

SUPPORTING NARRATIVE FOR EACH GOAL’S STATUS

- Ongoing

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- a) Roughly how much of the goal has been implemented – 25/50/75%?
- b) What has been accomplished thus far?
- c) What has been the impact of resources that were provided? Not Applicable
- d) What are challenges not already documented? Not Applicable
- Revised – Explain how and why the goal has been revised: implementation plan? timelines? Measures of success?

The plan for monthly department meetings has been revised. The department has never been consistent with meeting monthly, often missing an entire semester without meeting. We met when the dean of the SS/CA division called a meeting to discuss a pressing issue. History is the largest department in the SS/CA Division. A department chair or designated coordinator who has release time is necessary to manage the department. Department meetings could be by Zoom.

REMAINING IMPLEMENTATION STEP(S) AND TIMELINE

Advocate for release time for one fulltime member of department

Schedule monthly meetings, including adjunct faculty with an agenda

Agenda could be discussion of professional development opportunities, sharing of pedagogy, OER/ZTC resources, other campus and department issues

This would help create the department 'identity' mentioned previously

GOAL ALIGNMENT WITH COLLEGE VALUE(S)

- Social Justice
- Campus Climate
- Open Access
- Student Success and Equity
- Academic Excellence
- Community Partnership



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Participatory Governance

Sustainability

RESOURCE REQUEST RATIONALES FOR ONGOING OR REVISED GOAL

No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

Note: Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

Reassignment for department coordinator, two fulltime faculty members

5.C.1. NEW GOAL – Goal # 1

If there are no new goals, leave 5.C.1 through 5.C.5 blank.

What additional goal(s) are needed to address key findings in 5.A.?

- Describe a new goal’s measure of success, if not explicitly reference in the goal itself.
- Briefly explain the need for the goal under “Rationale,” including how it aligns with the College Value(s).
- List implementation step(s) to achieve a new goal, which can include intended changes, professional development, and/or further inquiry.
- Develop a timeline for achieving the new goal.

*Goals are the outcome you intend to achieve, and implementation step(s) are the actions that help you achieve a goal.

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

Goal: Develop an equity-informed departmental philosophy and identity

Year Initiated: Starting Fall 2022

Measure of Success: That we have a written and publicly shared statement on our philosophy and identity, which can be seen reflected in our SLOs, PSLOs, pedagogy, and assessment approaches.

The ultimate measure of success is our students finding greater meaning and success in our courses as a result of this goal.

RATIONALE



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If we are serious about improving our success with racially minoritized students, than we have to develop a shared program philosophy and identity that explicitly ties an equity-mindset to equitable practices in the context of providing a meaningful educational program. The development of a shared identity and philosophy will function as a compass helping guide the work of the department in work like CPR, and allow new members of the department to have something to reference when engaging in professional responsibilities in the department.

More precisely, once we have developed a new student-ready mindset for our department, we will be better situated in developing practices that address both transactional and transformative dimensions of educational equity.

IMPLEMENTATION STEP(S) AND TIMELINE

Establish bi-monthly meetings in the fall of 2022 to reflect on our success data, engage equity scholarship, go through the process of developing a department philosophy.

1. Have a retreat in May of 2022 to design the fall meetings

Meetings to include mini-pd; data considerations; best practices in the department

GOAL ALIGNMENT WITH COLLEGE VALUE(S)

- Social Justice
- Campus Climate
- Open Access
- Student Success and Equity
- Academic Excellence
- Community Partnership
- Participatory Governance
- Sustainability

RESOURCE REQUEST RATIONALES FOR NEW GOAL

- No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?



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Note: Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

1. Funding for May retreat
2. Funding will be needed to support part-timers who want to engage in the process in the May retreat and fall F2F meetings .

5.C.2. NEW GOAL – Goal # 2

What additional goal(s) are needed to address key findings in 5.A.?

- Describe a new goal’s measure of success, if not explicitly reference in the goal itself.
- Briefly explain the need for the goal under “Rationale,” including how it aligns with the College Value(s).
- List implementation step(s) to achieve a new goal, which can include intended changes, professional development, and/or further inquiry.
- Develop a timeline for achieving the new goal.

*Goals are the outcome you intend to achieve, and implementation step(s) are the actions that help you achieve a goal.

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

Goal: Develop assessment tools for our new SLO's & PLSO's

Year Initiated: Spring 2023

Measure of Success: Have shared set of assessments for our SLO's and PLSO's by the end of the Spring 2023 semester. (this may include assignment types, prompts, and rubrics)

Ultimately, we want to see improvement in SLO data as a result of these changes in assessment. What that number looks like has yet to be discussed by the department.

RATIONALE

As a department we are increasingly growing in our awareness that closing equity gaps necessitate both transactional and transformative dimensions of equity. Our new SLOs and PSLOs have been designed to be current, relevant to our students lives, and grounded in the desire to build social justice and equity perspectives in our student learning.

For these SLOs and PSLOs to be successful we need to make sure that the assessments we create and the process of students engaging them are designed through both the transactional and transformative dimensions. For instance, how are we designing the process of completing assessments that recognize the varied historical socio-economic backgrounds that our students come from. In other words, what needs-based approach do we design to support our students in completing assignments. Furthermore, we need to design assessments that support our students in developing a critical sense about themselves and



Instructional Comprehensive Program Review Template

the world they engage. This will necessitate our department to engage in conversations around pedagogy. Are traditional forms of assessment such as multiple-choice exams and term projects the best to inspire and motivate students to engage their creativity when thinking about the relationship of history to their lives and societies?

IMPLEMENTATION STEP(S) AND TIMELINE

Step 1: Review current assessment practice in relation to newly created department philosophy. Which ones reflect and realize our departmental philosophy?

Step 2: Review current assessment practices that were accepted from step 1 and see if they can help in actualizing our SLOs/PSLOs

Step 3: Research transformative and innovative assessment practices that align with philosophy and SLOs/PSLOs

Step 4: Discuss and design assessments for SLOs and PSLOs

As a department we will need to discuss a realistic timeline of how long it will take to successfully achieve this goal.

GOAL ALIGNMENT WITH COLLEGE VALUE(S)

- Social Justice
- Campus Climate
- Open Access
- Student Success and Equity
- Academic Excellence
- Community Partnership
- Participatory Governance
- Sustainability

RESOURCE REQUEST RATIONALES FOR NEW GOAL

- No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?



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Note: Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

At the moment there is no funding request, but if we find a conference that helps in this process funding support will obviously be necessary.

5.C.3. NEW GOAL – Goal # 3

What additional goal(s) are needed to address key findings in 5.A.?

- Describe a new goal's measure of success, if not explicitly reference in the goal itself.
- Briefly explain the need for the goal under "Rationale," including how it aligns with the College Value(s).
- List implementation step(s) to achieve a new goal, which can include intended changes, professional development, and/or further inquiry.
- Develop a timeline for achieving the new goal.

*Goals are the outcome you intend to achieve, and implementation step(s) are the actions that help you achieve a goal.

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

Goal: minimum of two fulltime hires

Year Initiated: Fall 2022/Spring 2023

Measure of Success: We have, at least, two full time hires during the next three years that can support the department in closing equity gaps through an infusion of transformative teaching and learning practices.

RATIONALE

The closing of equity gaps, the establishment of an equity-informed departmental philosophy, and both transactional and transformative equitable practices can best be achieved through the hiring of full-time faculty. Both the size of our department and the size of our challenges deserve no less than two to three more full-time instructors. While we certainly need to better engage our part-time faculty, depending on them as consistent contributors is both unrealistic because of complexity of their schedules and potentially exploitive because its not part of their contract. A tenure-track instructor provides sustained and consistent presence needed to achieve our goals. This goal, obviously, has a considerable amount of uncertainty as we don't control the final realization of the goal. Nonetheless, we have decided to include this as a goal because we carry a considerable amount of our divisions load, the content we cover has the potential for transformative impact on our students' imagination and lives, and we have patiently watched in the past six years while other departments in our division receive outsized attention, support, and resources. Any chance we have of correcting the



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issues discussed in detail in this document is largely dependent on whether we have the full-time personnel in addressing the complex challenges we are faced with in terms of equity and student success.

IMPLEMENTATION STEP(S) AND TIMELINE

Step 1: Prepare well-articulated argument for the need to hire more full-time faculty. This will take place early in fall of 2022.

Step 2: Make the argument to our dean and division during when determining FTEF allocation recommendations to the FTEF committee.

Step 3: Prepare rationale for hiring of full-time faculty for the FTEF committee. This step contingent on the division supporting our request for a full-time hire.

GOAL ALIGNMENT WITH COLLEGE VALUE(S)

- Social Justice
- Campus Climate
- Open Access
- Student Success and Equity
- Academic Excellence
- Community Partnership
- Participatory Governance
- Sustainability

RESOURCE REQUEST RATIONALES FOR NEW GOAL

- No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

Note: Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.

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5.C.4. NEW GOAL – Goal # 4

What additional goal(s) are needed to address key findings in 5.A.?

- Describe a new goal's measure of success, if not explicitly reference in the goal itself.
- Briefly explain the need for the goal under "Rationale," including how it aligns with the College Value(s).
- List implementation step(s) to achieve a new goal, which can include intended changes, professional development, and/or further inquiry.
- Develop a timeline for achieving the new goal.

*Goals are the outcome you intend to achieve, and implementation step(s) are the actions that help you achieve a goal.

GOAL, YEAR INITIATED, AND MEASURE OF SUCCESS IF NOT REFERENCED IN GOAL

Looking at 5A above, the issue regarding the degree and certificate completions of students who major in history is dismal. I'd say it is more than dismal, it is fast becoming a crisis. The crisis is easy to see, a vast majority of Americans do not know much about our history, much less the history of the global community. Students indicate their majors, it shows up on Websmart, and I always have students indicate their majors when I take my brief survey at the beginning of the semester. I've successfully met with a number of them either F2F or on zoom before the end of the semester over the past years encouraging them to earn a history degree, and consider teaching. I offer to mentor them. I attempted to begin a History club a few years ago, and while there was enthusiasm, very few could make meeting times, nor did any student want to take over organizing the club. I am unaware if any other history instructor has reached out to students.

This past year, the Social Science Unwrapped (SSU) series has offered an intimate look at the social sciences, and the 21st century skills students will need during their lifetime. Social Science faculty has been thrilled to discuss their path to majoring in a social science, and how they decided to eventually teach. Psychology has taken the lead organizing on-going workshops and programs for psychology majors with Careers in Psychology. Such an active program could certainly help our recruitment efforts, and offer insight into professions open to history majors.

RATIONALE

Numerous reasons why the numbers are so low:

1. Lack of active recruitment by the History department.
2. Emphasis on STEM over the past years, relegating the Social Sciences to lower status.
3. Attitudes that encourage #2 above. Social media, and educational institutions do not encourage majoring in the Social Sciences. Students hear that poor financial rewards, and lack of job opportunities, await Social Science majors and history is a victim of that message.



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4. Refers back to only a few in our department 'meeting students where they are' and making history relevant to them personally.

5. Courses that were created because of student interest such as History 410, the Holocaust and History 109, Europe Since 1945 has been dropped from the course offerings because it does not fit into a specific meta-major area. The same holds true for course offerings in the history of China. All of these courses resonate with the global situation today, but unfortunately students will not take them if they do not meet a specific requirement.

IMPLEMENTATION STEP(S) AND TIMELINE

Most of the steps below will be ongoing with no specific end date.

1. Working with counselors and other history faculty, there needs to be a more active recruitment of students to major in the discipline.
2. See 5 above.
3. We have added more history courses to our elective selection for History majors.

GOAL ALIGNMENT WITH COLLEGE VALUE(S)

- Social Justice
- Campus Climate
- Open Access
- Student Success and Equity
- Academic Excellence
- Community Partnership
- Participatory Governance
- Sustainability

RESOURCE REQUEST RATIONALES FOR NEW GOAL

- No Resource Request Needed

Which additional resources are needed (e.g., services from or partnerships with other areas of campus, instructional equipment, facilities, personnel, etc.)? How will they help to support the goal?

Note: Referencing the goal and implementation step(s), submit the request(s) that require funding to your dean by November 15.



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APPROVAL AND SIGNATURE

This document has been reviewed and approved by: Click or tap here to enter text. on Click or tap to enter a date..

Jessica Hurless

A handwritten signature in black ink, appearing to read "Jessica Hurless".

05/04/2022

Nicole Porter

Nicole Porter

05/05/2022

Danni Redding Lapuz

A handwritten signature in black ink, appearing to read "Danni Redding Lapuz".

06/15/2022