2021 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2020-2021 PROGRAM: HISTORY

CLUSTER: HUMANITIES   LAST YEAR CPPR COMPLETED: 2017

NEXT SCHEDULED CPPR: 2022   CURRENT DATE: 2/15/2021

The Annual Program Planning Worksheet (APPW) is the process for:
- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's resource plan
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following degrees and/or certificates:

History AA, History ADT

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*

There have been no significant changes to the History Program mission, purpose, or direction.

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.

No ☒ If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

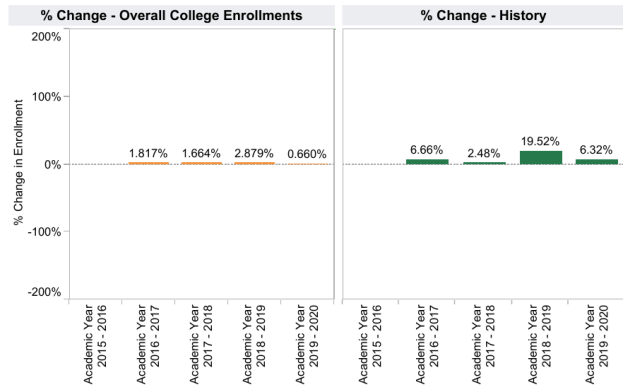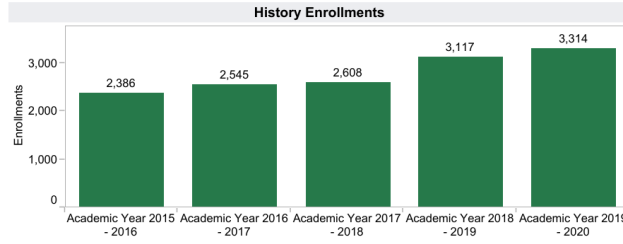## DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

General Enrollment

The History Department continued to see an increase in enrollment, despite the impact of the COVID-19 pandemic. 2019-2020 enrollment was up almost 200 students from the previous year and compared to overall Cuesta College enrollment, History enrollment is higher by 5.6%. The success of the History Program can be attributed to a large increase in the number of DE offerings (in part due to the pandemic), the diligence with which History faculty promote their classes, and the continued impact of the History ADT.

SLOCCCD Program Review Data - Enrollment

Department:	Course:	Dual Enrollment:	Prison:
History	All	All	All

History Enrollments

Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020
2,386	2,545	2,608	3,117	3,314

(Enrollments, y-axis: 0, 1,000, 2,000, 3,000)

% Change - Overall College Enrollments

Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020
	1.817%	1.664%	2.879%	0.660%

% Change - History

Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020
	6.66%	2.48%	19.52%	6.32%

(% Change in Enrollment, y-axis: -200%, -100%, 0%, 100%, 200%)

Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

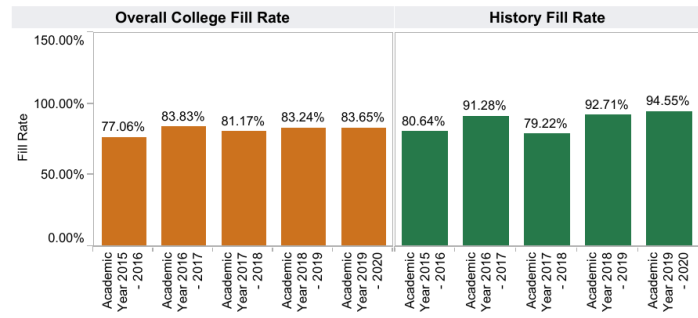General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

The graph below demonstrates, by comparison, the Department of History's General Student Demand (Fill Rate) relative to that of the Overall College

It is clear that outside of the Academic Year 2017-2018 that the Department of History's General Student Demand has exceeded that of the Overall College.

Data from the most recent Academic Year. 2019-2020, demonstrates the Department of History's Student Demand at 94.55%, while the Overall College registered 83.65%. This suggest that the Department of History exceeded the Overall College by 10.9%, the largest margin over the past five academic years.

3 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
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SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:	Course:	Dual Enrollment:	Prison
History	All	All	All

Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)
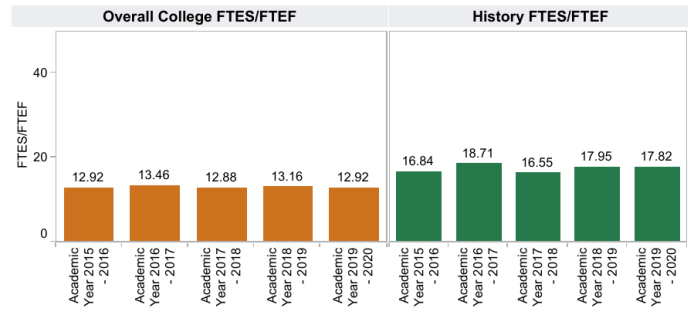
The graph below demonstrates, by comparison, the Department of History's Efficiency (FTES/FTEF) relative to that of the Overall College.

It is clear that since the Academic Year, 2015-2016, the Department of History has continuously remained about the Overall College's percentages in Efficiency.

Data from the most recent Academic Year, 2019-2020, demonstrates the Department of History's Efficiency at 17.82%, while the Overall College registered 12.92%. This suggests that the Department of History exceeded the Overall College by 4.9%.

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

| Department:
History | Course:
All | Dual Enrollment:
All | Prison:
All |

| Overall College FTES/FTEF | History FTES/FTEF |

FTES/FTEF

Overall College FTES/FTEF:
- Academic Year 2015 - 2016: 12.92
- Academic Year 2016 - 2017: 13.46
- Academic Year 2017 - 2018: 12.88
- Academic Year 2018 - 2019: 13.16
- Academic Year 2019 - 2020: 12.92

History FTES/FTEF:
- Academic Year 2015 - 2016: 16.84
- Academic Year 2016 - 2017: 18.71
- Academic Year 2017 - 2018: 16.55
- Academic Year 2018 - 2019: 17.95
- Academic Year 2019 - 2020: 17.82

FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

Student Success—Course Completion by Modality (Insert Data Chart)

GENERAL STUDENT SUCCESS—COURSE COMPLETION

The successful completion of History courses (resulting in a final grade of "C" or better) over the past five academic years are below, along with college-wide success rates:

HISTORY DEPARTMENT SUCCESS RATES

1. FACE-TO-FACE INSTRUCTION:

>2015-2016 72.95%

>2016-2017 73.80%

>2017-2018 75.08%

>2018-2019 71.76%

>2019-2020 80.08%

Total History Department face-to-face enrollments follow: 2,052 in 2015-16; 2,233 in 2016-17; 1,986 in 2017-18; 1.892 in 2018-19; and 2,029 in 2019-2020.

2. Distance Education Modality:

>2015-2016 73.57%

>2016-2017 66.56%

>2017-2018 76.17%

>2018-2019 83.05%

>2019-2020 83.98%

Total History Department distance education enrollments follow: 333 in 2015-16; 314 in 2016-17; 621 in 2018-19; 1,227 in 2018-19, and 1,291 in 2019-2020.

The figures above reveal the startling increase in student demand for on-line instruction coupled with the surge in distance education enrollment as a result of COVID-19.

COLLEGE-WIDE SUCCESS RATES

The percentage of student enrollments resulting in a final grade of "C" or better.

1. Face-to-Face Sections:

>2015-2016 75.66%

>2016-2017 75.68%

>2017-2018 76.86%

>2018-2019 76.30%

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>2019-2020 84.04%

Total college-wide face-to-face enrollments follow: 52,399 in 2015-16; 53, 586 in 2016-17; 51,613 in 2018-19; 52,830 in 2018-19, and 51,883 in 2019-2020.

2. <u>Distance Education Modality</u>:

>2015-2016 69.41%

>2016-2017 70.47%

>2017-2018 71.39%

>2018-2019 73.13%

>2018-2019 78.59%

Total college distance education enrollments follow: 9,950 in 2015-16; 10,438 in 2016-17; 12,311 in 2018-19; 14,888 in 2018-19, and 16,965 in 2019-2020.

BRIEF OVERVIEW. The higher student success rates—and, consequently, inflation of grade point averages, for the most recent academic year is certainly a product of the dubious jettisoning of "D" and "F" grades in favor of "excused withdrawals" in the COVID-19 era.

SUCCESSFUL COURSE COMPLETION BY STUDENT SUBPOPULATIONS CATEGORIES

BRIEF OVERVIEW. The subpopulation data provided important, edifying insight into the success ratio of History students at Cuesta College dating back to academic year 2013-2014.

These subpopulation figures include the following categories: ethnicity, gender, age, veteran status, Cuesta Promise recipients, financial aid recipients, first generation college students, English and Math placement status, DSPS students, foster youth, and academically disadvantaged students.

The success rate for the History Department students for Academic Year 2019-2020 was 81.66 percent. Successful course completion by student subpopulation follows:

ETHNICITY

Native American: 88.89%

Asian: 81.80%

Black: 85.19%

Hispanic: 77.89%

Two or more races: 80.28%

White: 83.04%

Unknown/Non-respondent: 89.19%

GENDER

Female: 83.21%

Male: 79.97%

Unknown: 75.24%

AGE

Under 20: 80.41%

20-24: 82.14%

25-29: 87.50%

30-34: 81.20%

35-39: 83.82%

40-49: 80.81%

50+: 90.91%

VETERAN STATUS

Not Veteran: 85.99%

Veteran: 86.96%

FINANCIAL STATUS

Did not receive BOGW: 82.70%

Received BOGW: 80.26%

CUESTA PROMISE RECIPIENTS

Not Promise: 76.71%

Promise: 69.77%

FIRST GENERATION COLLEGE STUDENTS

First Generation: 776.55%

Not First Generation: 82.99%

ENGLISH PLACEMENT STUDENTS

Did not test in English: 85.51%

Not transferable English: 70.74%

Transferable English: 83.20%

MATH PLACEMENT STUDENTS

Did not test in Math: 86.83%

Not transferable Math: 74.83%

Transferable   Math: 81.71%

DSPS STUDENTS

DSPS: 70.27%

Not DSPS: 81.79%

FOSTER YOUTH

Foster Youth: 77.78%

Not foster youth: 87.50%

Unknown/unreported: 81.65%

ACADEMICALLY DISADVANTAGED

Low income: 65.28%

Not low income: 90.19%

BRIEF OVERVIEW. The most striking data concerning disparity of student success rates is noticeable among Cuesta Promise recipients, academically disadvantaged students, and foster youth. There is also a six percent disparity between white and Hispanic students. Students who are fifty years and older achieve success at a level eight percent higher than students aged 20-24.

10 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l A n n u a l P r o g r a m P l a n n i n g W o r k s h e e t
Approved by Academic Senate April 28, 2017 Document to be Used for Submission Spring, March 1, 2021

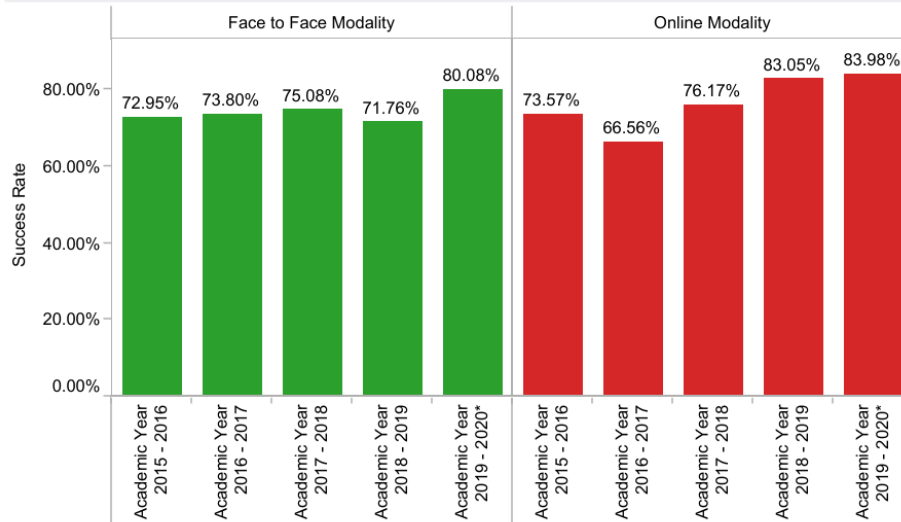**SLOCCCD Program Review Data: Successful Course Completion**

Select Department: **Course:**   **Legend:**
History   All   ▮ Face to Face Modality
                                                                  ▮ Online Modality

Successful Course Competion by Modality -History

	Face to Face Modality					Online Modality				

Successful Course Competion by Modality Table - History

		Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*
Face to Face Modality	Department Success Rate	72.95%	73.80%	75.08%	71.76%	80.08%
	Total Department Enrollments	2,052	2,233	1,986	1,892	2,029
Online Modality	Department Success Rate	73.57%	66.56%	76.17%	83.05%	83.98%
	Total Department Enrollments	333	314	621	1,227	1,291

11 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
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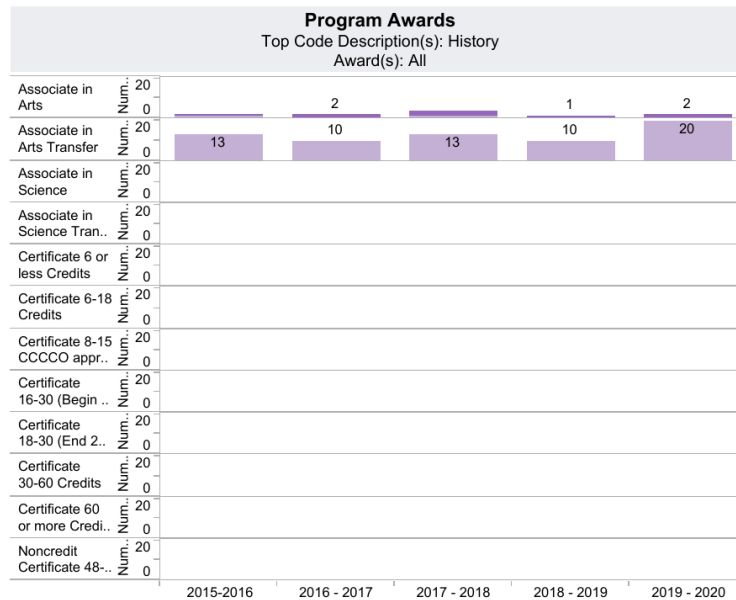
[Degrees and Certificates Awarded (Insert Data Chart)](#)

 The following data indicate the number of Associate in Arts degrees awarded in History over the last five academic years: 13 in 2015-2016; 10 in 2016-2017; 13 in 2017-2018; and 10 in 2018-2019, and 20 in 2019-2020.

Over the same five-year period, on average, five hundred Associate in Arts and Associate in Science degrees were awarded. (The chart provided does not provide exact numbers, unfortunately.)

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
History

Award Type:
All

Program Awards
Top Code Description(s): History
Award(s): All

	2015-2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
Associate in Arts		2		1	2
Associate in Arts Transfer	13	10	13	10	20

Program Awards Table

Award T..	Award	2015-2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
Associate in Arts	History (AA)	1	2	3	1	2
	History (AAT)	1		1		
	Total	2	2	4	1	2
Associate in Arts Tr..	History (AAT)	13	10	13	10	20
	Total	13	10	13	10	20

Program Awards: The number of degress and certificates awarded by program type

12 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l A n n u a l P r o g r a m P l a n n i n g W o r k s h e e t
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[General Student Success – Course Completion (Insert Aggregated Data Chart)](#)

 The good news is that the successful course completion rate for history students has been steadily rising since the 2014 – 2015 academic year when that rate stood at 69.87%. For the 2019 – 2020 academic year, the success rate stood at 81.65% which we view as a significant and hopefully sustainable increase. Even though the history success rate for the 2019 – 2020 academic year is slightly below the overall college success rate of 82.49%, the history success trend line is in accord with the overall college success trend line.

13 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
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SLOCCCD Program Review Data: Successful Course Completion

Select Department:
History

COURSE
All

TERM_ID
All

Measure Names
- ▇ Department Success Rate
- ▇ Overall College Success Rate

Successful Course Completion - History
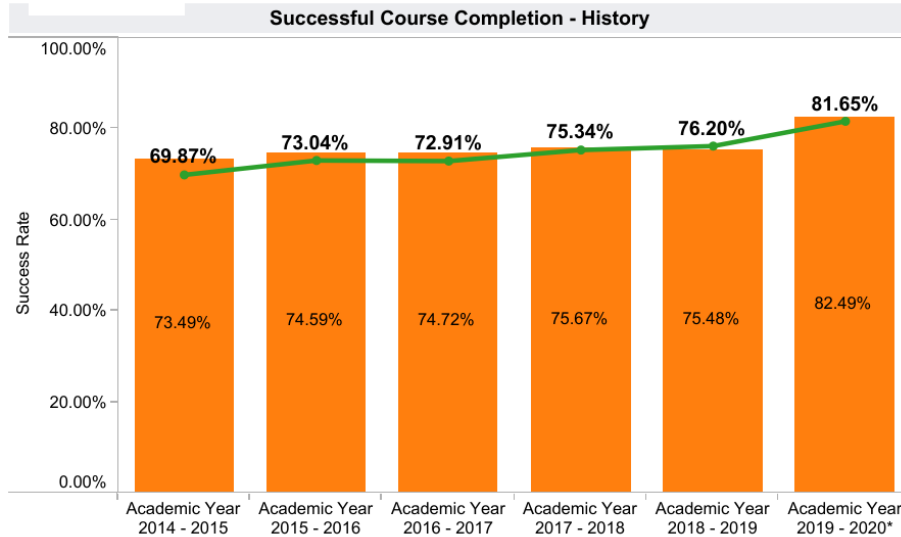
History Success Rate Table

	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*
Department Success..	73.04%	72.91%	75.34%	76.20%	81.65%
Total Enrollments	2,385	2,547	2,607	3,119	3,320

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

Review the Disaggregated Student Success charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

The disaggregated student success data shows the success rate for low income students at 62.86%, while the success rate for not low income students stands at 88.56%. The history faculty is well aware of this disparity and continues its efforts to address the needs of our low income students.

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST:

- ☒ SLO assessment cycle calendar is up to date.
- ☒ All courses scheduled for assessment have been assessed in eLumen.
- ☐ Program Sustainability Plan progress report completed (if applicable).

NARRATIVE:

The Student Learning Outcomes for the History of African Americans (HIST 233) and the History of Mexican Americans (HIST 212) were updated to reflect recent literature from their relative fields.

It is also important to recognize that the Department of History has offered two sections for HIST 233 during the Spring 2021. History faculty will advocate the same for the History of Mexican Americans for Fall 2021. Taken together, and responding to student demand, this could establish a critical precedent in expanding the Department of History's instruction, aligning with the equity and diversity mission of the College.

Sections of dual enrollment United States history have seen tremendous enrollment. High school enrollment in these courses have far exceeded the "cap" of forty-two students per course. The high student success rates and low attrition indicate that these dual enrollment courses will play a vital role in the Department's course offerings in the future.

The junior member of the History Department, Dr. Zachary McKiernan, earned tenure this month, February 2021.

The Social Science Division received a technology and telephone upgrade in late 2020 and early 2021. These upgrades should continue to facilitate the quality of history instruction at Cuesta College.

Faculty from the Department of History have successfully met the challenges of moving to an online-teaching modality.

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year.

The COVID-19 global pandemic necessitated the History Department at Cuesta College to implement a complete conversion to online learning. This abrupt transition required a number of Department faculty to learn how to provide instruction in the distance education modality. As of this writing, it is uncertain when face-to-face instruction at Cuesta College will resume.

Faculty from the Department of History have contributed to the College conversations about the implementation of Ethnic Studies courses and the potential for an Ethnic Studies program to be housed in the Social Sciences.

17 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
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