

## • 2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2018 - 2019

PROGRAM: HISTORY

CLUSTER: HUMANITIES

LAST YEAR CPPR COMPLETED: 2017

NEXT SCHEDULED CPPR: 2022

CURRENT DATE: 2/19/2019

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.*

The Cuesta College History Department continues the tradition of offering outstanding instruction to Cuesta students. Adding to the already impressive selection of classes offered, History faculty are excited to add the following to the program in the near future: 1. Creation of a student-run History Club. Professors McKiernan, Highhouse and DeFraga have held student interest meetings and hope to see such a club up and running before long. 2. Creation of a Public History component to the department. Professor McKiernan is spearheading this effort, and has been instrumental in placing history majors in internships throughout the County. 3. There is also the likelihood of adding a Global Studies course to the college which would most likely be taught by history faculty. 4. The addition of a Dual Enrollment history course to be offered at Mission Prep.

### 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

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trends for particular degrees and/or certificates, if necessary. Responses in this document need only reference the most recent year's available data.

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General Enrollment (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.

History enrollment was up by 61 students in the 2017-2018 Academic Year, over the previous year. This the highest number of enrollments in five years. Compared to the College as a whole, History enrollments are .8% higher than the College total. History faculty are diligent about promoting classes offered each semester, and the Department offers a wide variety of courses. Both factors contribute to the enrollment increase. Other contributing factors include: increased DE offerings, more courses offered at the California Mens' Colony, the revival of History 212 after a two-year absence, and the continued impact of the History ADT.

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### SLOCCCD Program Review Data - Enrollment

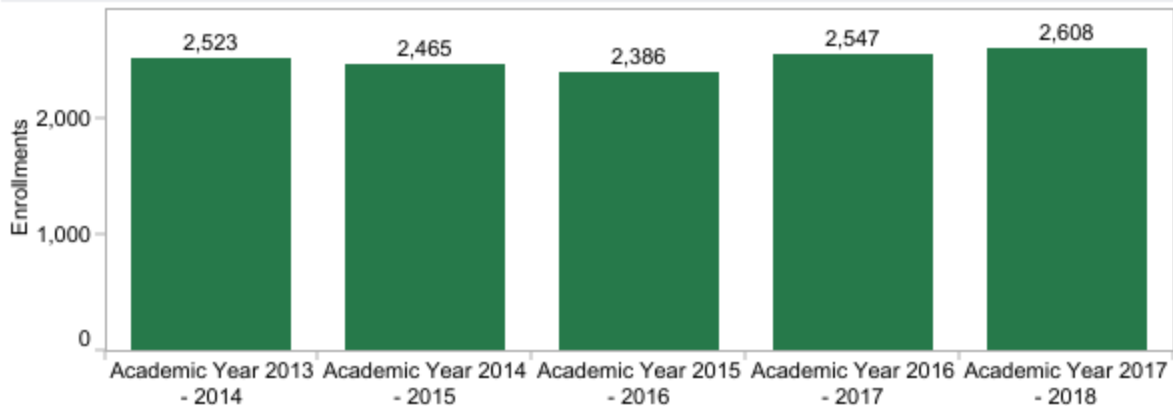
**Department:**  
History

**Course:**  
All

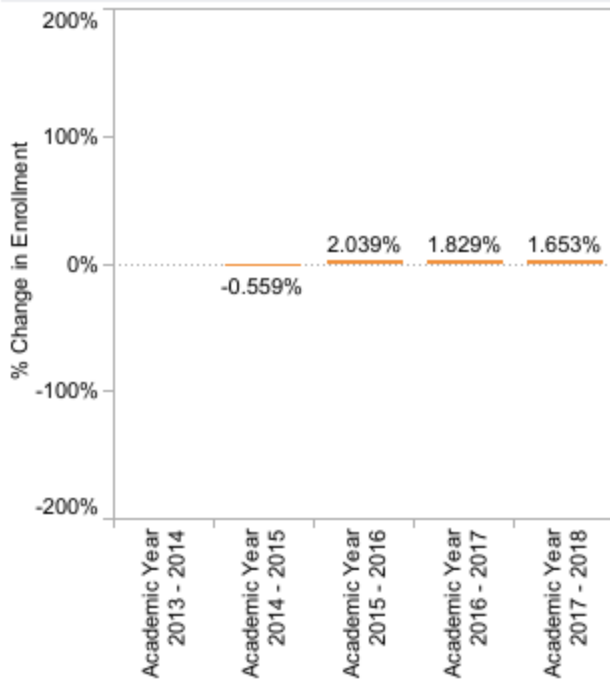
**Dual Enrollment:**  
All

**Prison:**  
All

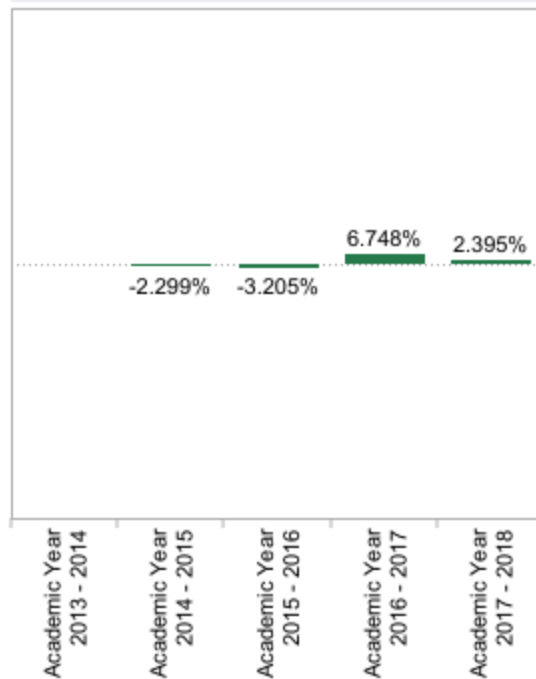
#### History Enrollments



#### % Change - Overall College Enrollments



#### % Change - History



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.

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

Insert the data chart and explain observed differences between the program and the college.

While History fill rates decreased 12% between the 2016-2017 and 2017-2018 Academic Years, the difference between the program and the College is much smaller. The College fill rate for the 2017-2018 year was 81% and the History Department saw a 79% fill rate for the same year. One factor that must be considered is that class caps for History courses are often higher than those found in other college departments. Fill rate statistics therefore, are not always going to be as accurate.

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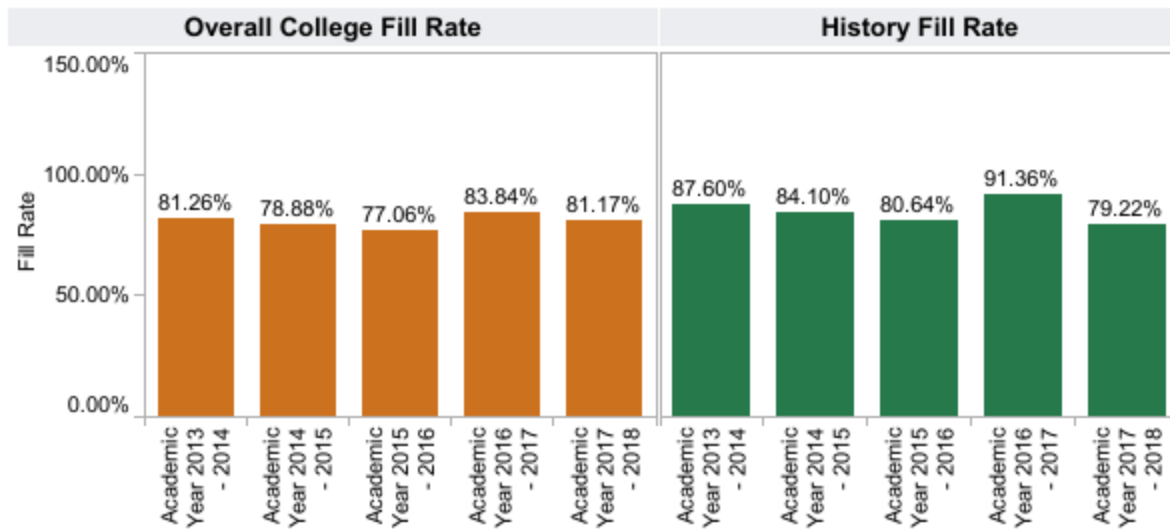
### SLOCCCD Program Review Data - Student Demand (Fill Rate)

**Department:**  
History

**Course:**  
All

**Dual Enrollment:**  
All

**Prison**  
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.

- **2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET**

General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.

An analysis of the Department of History's FTES/FTEF compared the Overall College's FTES/FTEF for the 2017-2018 Academic Year demonstrates the numerical/ratio difference between 16.55 and 12.88, respectively.

That is, the Department of History is 3.67 FTES/FTEF higher than the Overall College.

Importantly, this is a continuation of a positive trend; that during the five academic years since 2013, the Department of History has maintained a higher FTES/FTEF than the Overall College.

The five-year average for the Department of History's FTES/FTEF is 17.64, while the Overall College's is 13.27, demonstrating an average difference of 4.47 over this time period.

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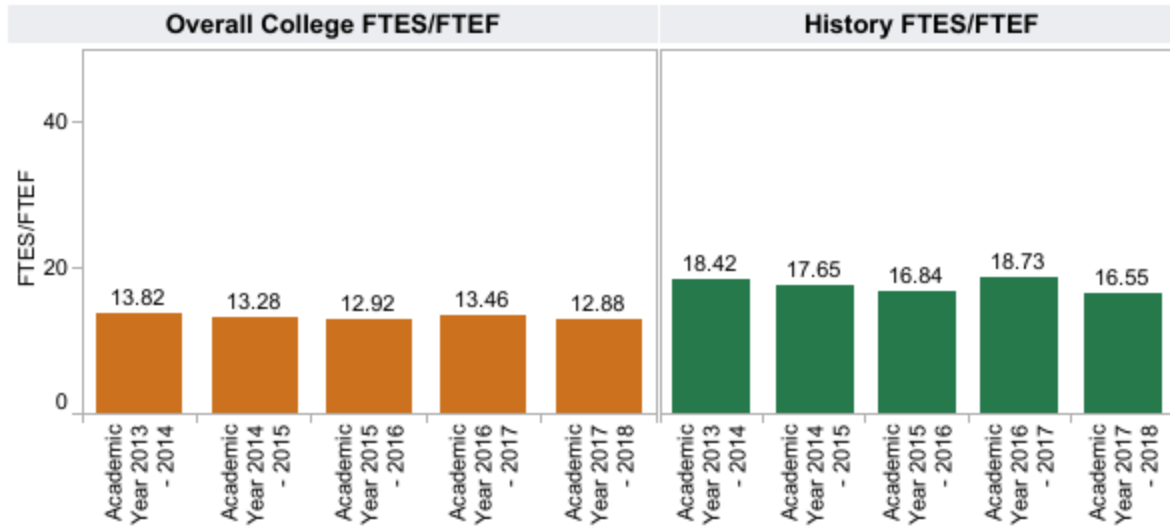
### SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

**Department:**  
History

**Course:**  
All

**Dual Enrollment:**  
All

**Prison:**  
All



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



- **2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET**

Student Success—Course Modality (Insert Data Chart)

Insert the data chart and explain observed differences between the program and the college.

The Student Success-Course Modality measures both Face-to-Face and Online modalities.

To the first, the Successful Course Completion for the History Department's Face-to-Face modality for the 2017-2018 Academic Year is 75.08%, while that of the Overall College is 76.88%, reflecting a difference of 1.8%.

To the second, the Successful Course Completion for the History Department's Online modality for the 2017-2018 Academic Year is 76.17%, while that of the Overall College is 71.37%, reflecting a favorable difference to the History Department of 4.8%.

Taken together, the average of two modalities of the History Department and the Overall College show 75.62% and 74.13%, respectively. This suggests that, on average, the History Department's Student Success rate is 1.5% higher than that of the Overall College.

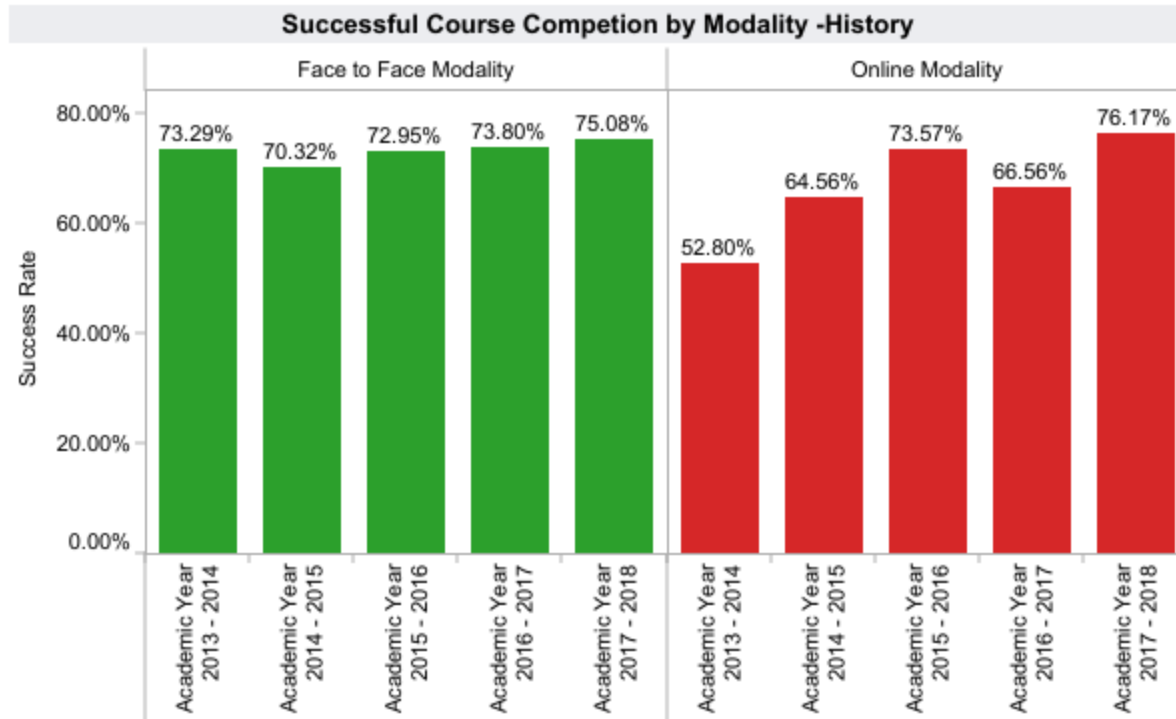
- 2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

### SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
History

Course:  
All

Legend:  
■ Face to Face Modality  
■ Online Modality



Successful Course Completion by Modality Table - History						
		Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Face to Face Modality	Department Success Rate	73.29%	70.32%	72.95%	73.80%	75.08%
	Total Department Enrollments	2,404	2,261	2,052	2,233	1,987
Online Modality	Department Success Rate	52.80%	64.56%	73.57%	66.56%	76.17%
	Total Department Enrollments	125	206	333	314	621

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Degrees and Certificates Awarded (Insert Data Chart)

Insert the data chart and explain observed differences between the program and the college.

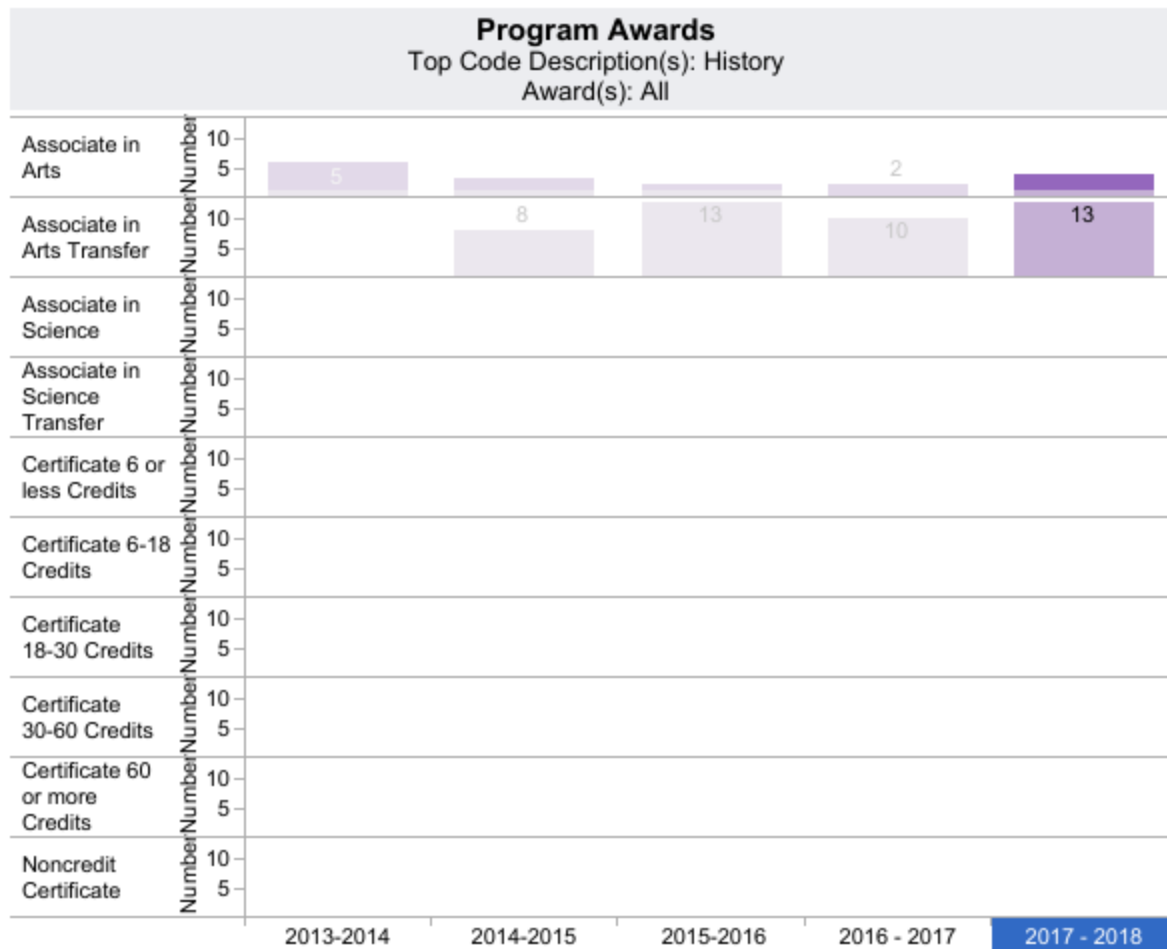
The following data indicates the number of Associate degrees awarded in History over the last five academic years: 6 in 2013-2014; 8 in 2014-2015; 13 in 2015-2016; 10 in 2016-2017; and 13 in 2017-2018. Over the same five-year period, on average, five hundred Associate in Arts and Associate in Science degrees were awarded. (The chart provided does not provide exact numbers, unfortunately.)

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### SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:  
History

Award Type:  
All



Program Awards Table						
Award T..	Award	2013-2014	2014-2015	2015-2016	2016 - 2017	2017 - 2018
Associate in Arts	History (AA)	5	2	1	2	3
	History (AAT)	1	1	1		1
	<b>Total</b>	6	3	2	2	4
Associate in Arts Tr..	History (AAT)		8	13	10	13
	<b>Total</b>		8	13	10	13

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

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General Student Success – Course Completion (Insert Aggregated Data Chart)

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 successful completion of History courses over the past five academic years are below, along with college-wide success rates:

HISTORY DEPARTMENT SUCCESS RATES

2013-2014	72.28%
2014-2015	69.84%
2015-2016	73.04%
2016-2017	72.91%
2017-2018	75.34%

COLLEGE-WIDE SUCCESS RATES

2013-2014	73.98%
2014-2015	73.49%
2015-2016	74.58%
2016-2017	74.70%
2017-2018	75.68%

The successful course completion by student subpopulation data depicts the ratio of enrollment resulting in a final course grade of A through C+, along with grades of CR and P.

Only percentages are provided.

The total enrollments in History courses follow:

2013-2014:	2,529
2014-2015:	2,467
2015-2016:	2,385
2016-2017:	2,547
2017-2018:	2,608

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

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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 overall five-year success rate for the History Department students is 72.71 percent.

**ETHNICITY**

American Indian: 64.81%  
Asian: 82.59%  
Black: 65.03%  
Hispanic: 65.95%  
Hawaiian/Pacific Islander: 69.23%  
Two or more races: 72.71%  
White: 75.36%  
Unknown/Non-respondent: 75.36%

**GENDER**

Female: 72.59%  
Male: 72.79%  
Unknown: 75.24%

**AGE**

Under 20: 74.39%  
20-24: 70.62%  
25-29: 67.23%  
30-34: 72.40%  
35-39: 72.70%  
40-49: 78.86%  
50+: 80.37%

**VETERAN STATUS**

Not Veteran: 71.66%  
Veteran: 76.59%

**FINANCIAL STATUS**

Did not receive BOGW: 74.61%  
Received BOGW: 70.23%

**CUESTA PROMISE RECIPIENTS**

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Not Promise: 73.20%

Promise: 66.17%

FIRST GENERATION COLLEGE STUDENTS

First Generation: 64.07%

Not First Generation: 74.53%

ENGLISH PLACEMENT STUDENTS

Did not test in English: 74.25%

Not transferable English: 62.50%

Transferable English: 76.95%

MATH PLACEMENT STUDENTS

Did not test in Math: 73.58%

Not transferable Math: 68.69%

Transferable Math: 80.71%

DSPS STUDENTS

DSPS: 70.57%

Not DSPS: 72.85%

FOSTER YOUTH

Foster Youth: 54.59%

Not foster youth: 70.48%

Unknown/unreported: 73.36%

ACADEMICALLY DISADVANTAGED

Low income: 58.99%

Not low income: 88.21%

The most striking data concerning the disparity between high, average, and lower success rates involve Cuesta Promise recipients, academically disadvantaged students, and foster youth. There is also a ten percent disparity between white and black and white and Hispanic students. Students who are fifty years and older achieve success thirteen percent higher than students aged 25-29.

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### SLOCCCD Program Review Data: Successful Course Completion

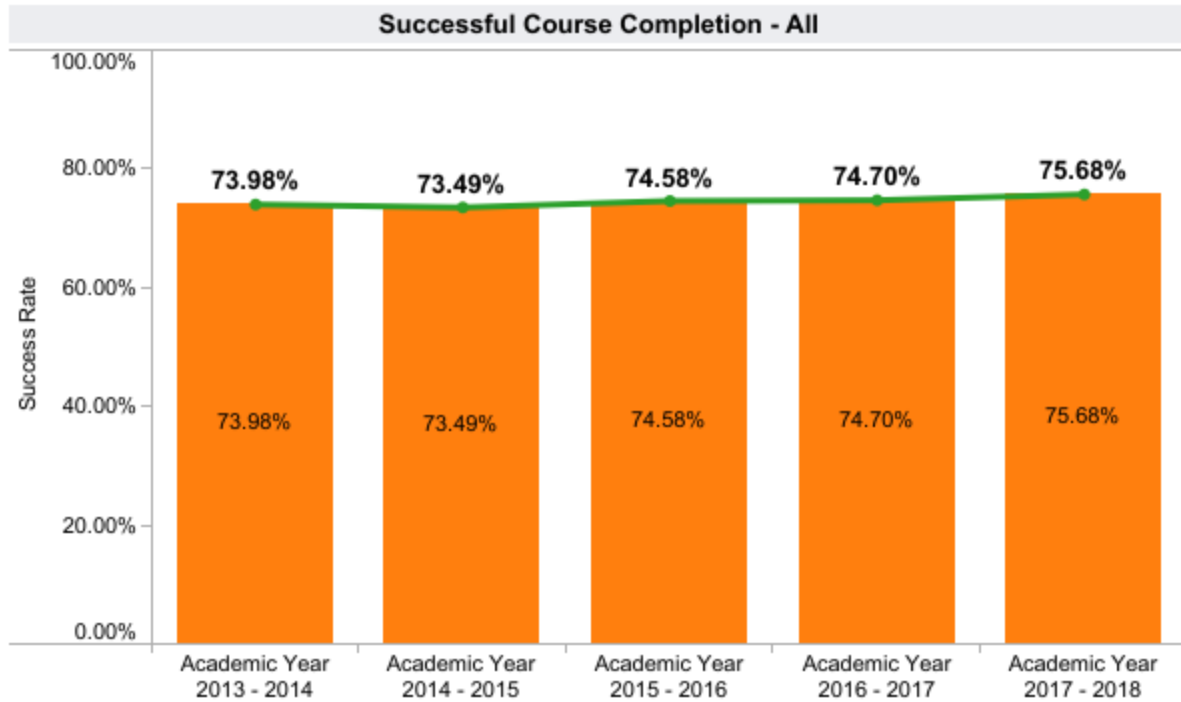
Select Department:  
All

COURSE  
All

Measure Names

Department Success Rate

Overall College Success Rate



All Success Rate Table					
	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Department Success..	73.98%	73.49%	74.58%	74.70%	75.68%
Total Enrollments	58,106	56,826	58,183	57,570	57,118

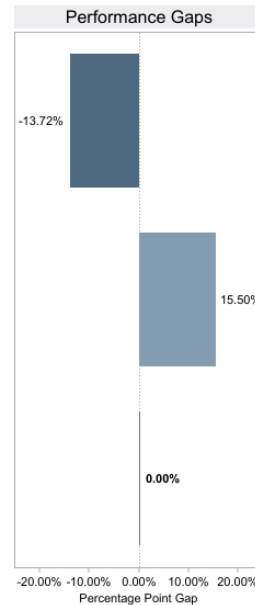
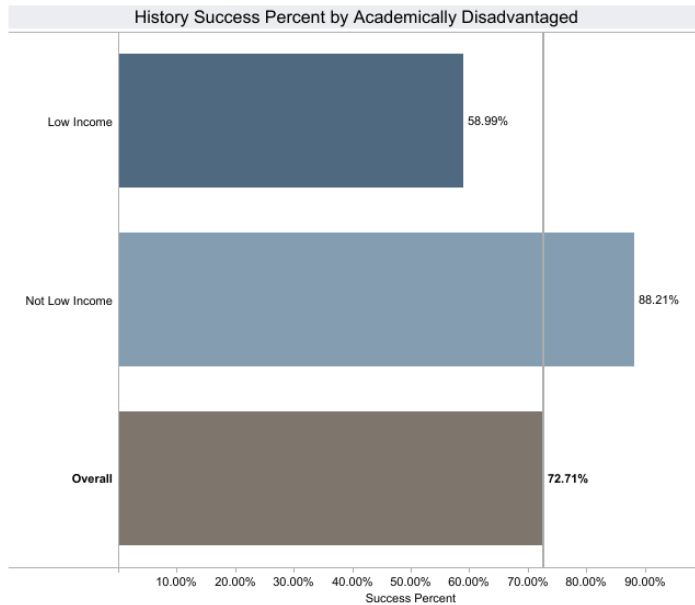
Success: The Percentage of student enrollments resulting in a final grade of "C" or better



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### Successful Course Completion by Student Subpopulation



Academic Year:  
All

Department:  
History

Region:  
All

Enroll Status:  
All

Dual Enrollment:  
All

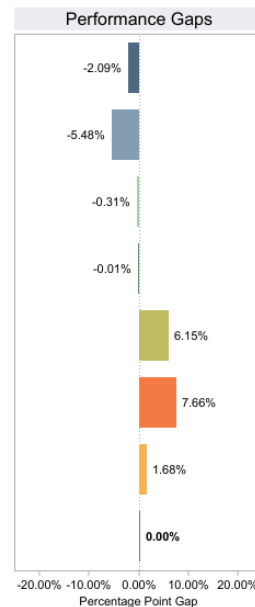
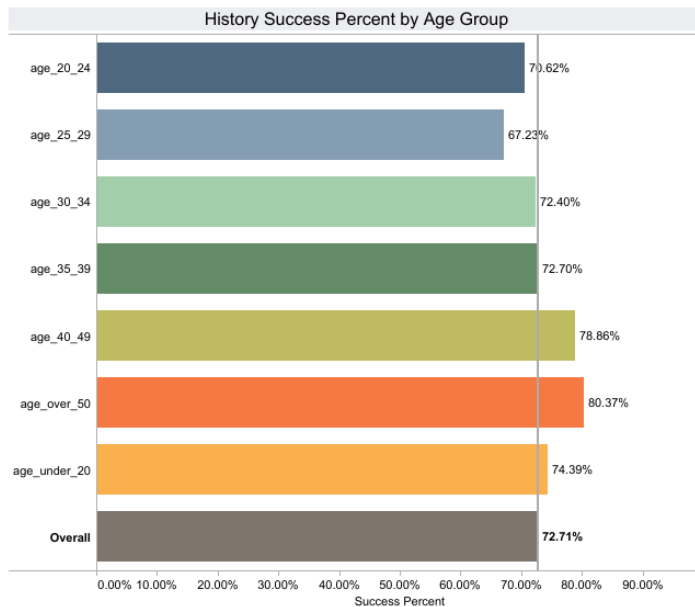
Prison:  
All

Disaggregate By:  
Academically Disadvantag..

**Note:** Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B-, C+, C, CR or P to all valid grades.



### Successful Course Completion by Student Subpopulation



Academic Year:  
All

Department:  
History

Region:  
All

Enroll Status:  
All

Dual Enrollment:  
All

Prison:  
All

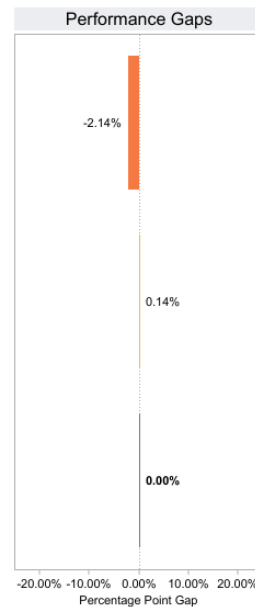
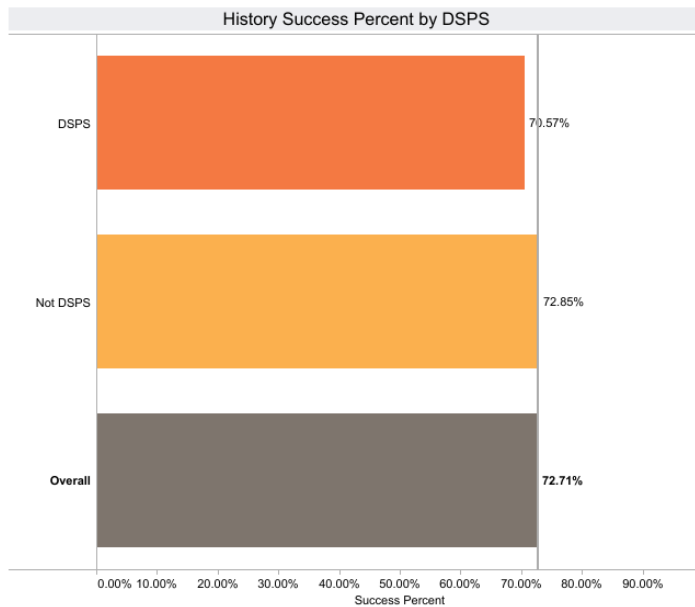
Disaggregate By:  
Age Group

**Note:** Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B-, C+, C, CR or P to all valid grades.

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### Successful Course Completion by Student Subpopulation



Academic Year:  
All

Department:  
History

Region:  
All

Enroll Status:  
All

Dual Enrollment:  
All

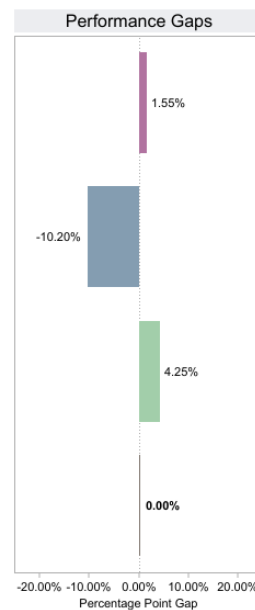
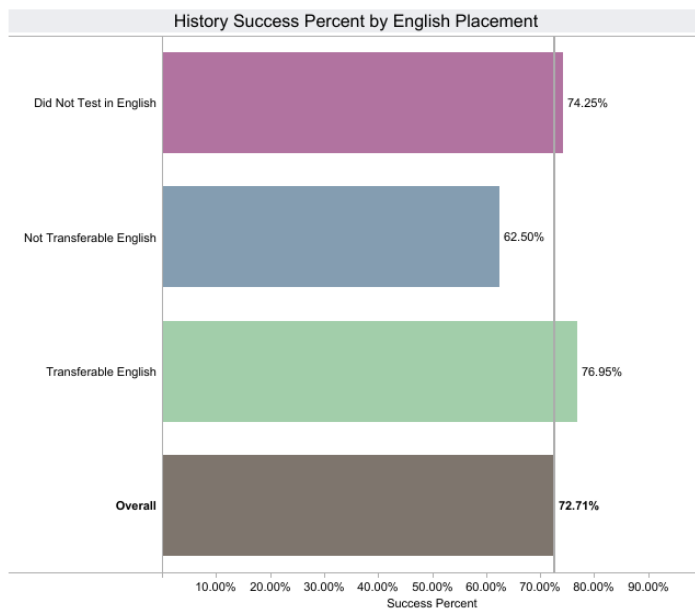
Prison:  
All

Disaggregate By:  
DSPS

**Note:** Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.



### Successful Course Completion by Student Subpopulation



Academic Year:  
All

Department:  
History

Region:  
All

Enroll Status:  
All

Dual Enrollment:  
All

Prison:  
All

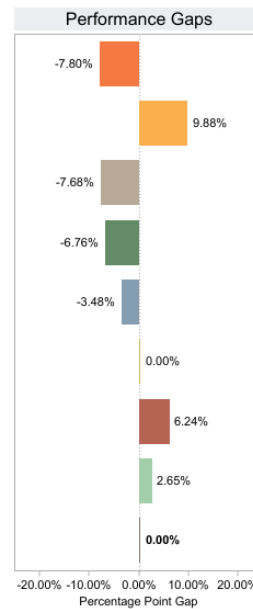
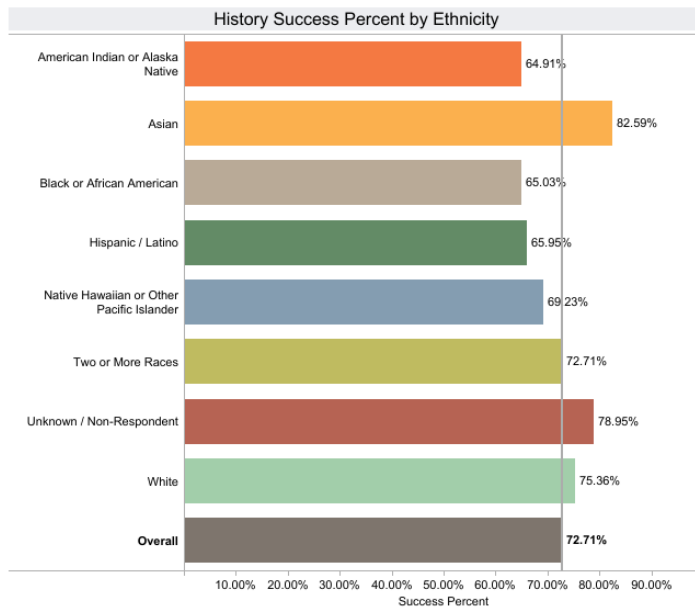
Disaggregate By:  
English Placement

**Note:** Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

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### Successful Course Completion by Student Subpopulation



**Note:** Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

**Academic Year:**  
All

**Department:**  
History

**Region:**  
All

**Enroll Status:**  
All

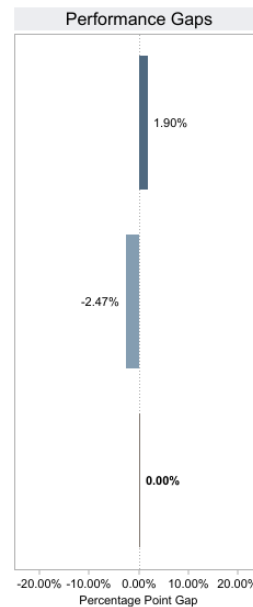
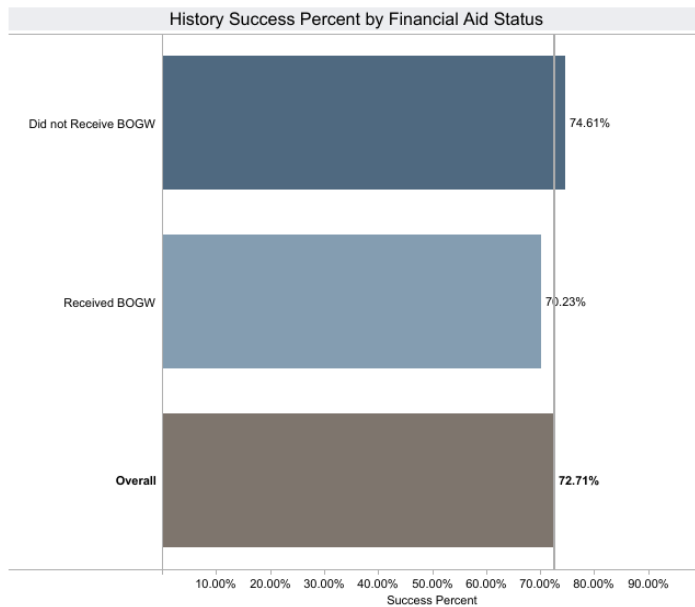
**Dual Enrollment:**  
All

**Prison:**  
All

**Disaggregate By:**  
Ethnicity



### Successful Course Completion by Student Subpopulation



**Note:** Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

**Academic Year:**  
All

**Department:**  
History

**Region:**  
All

**Enroll Status:**  
All

**Dual Enrollment:**  
All

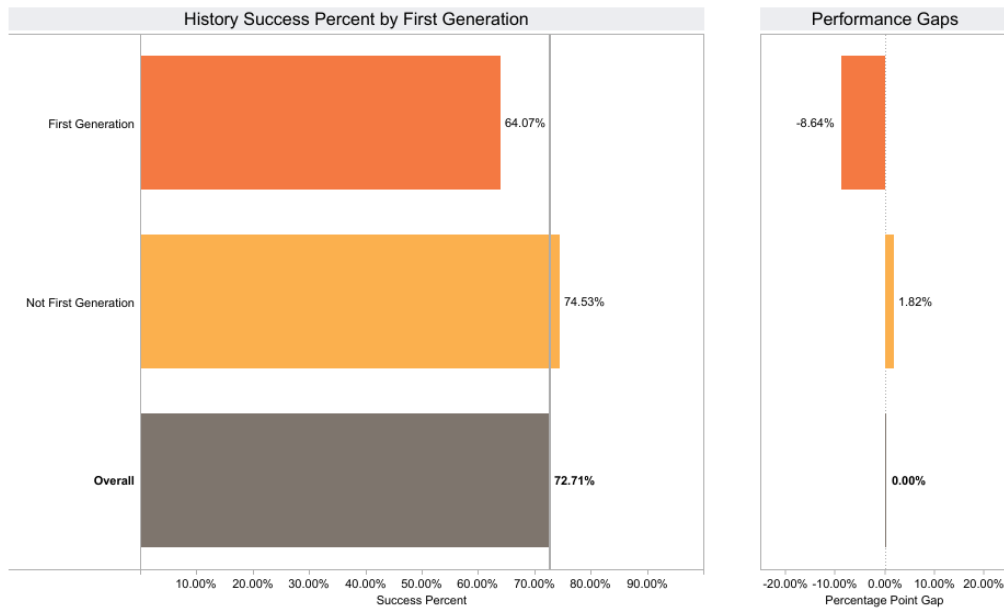
**Prison:**  
All

**Disaggregate By:**  
Financial Aid Status

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### Successful Course Completion by Student Subpopulation



**Note:** Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B-, C+, C, CR or P to all valid grades.

Academic Year:  
All

Department:  
History

Region:  
All

Enroll Status:  
All

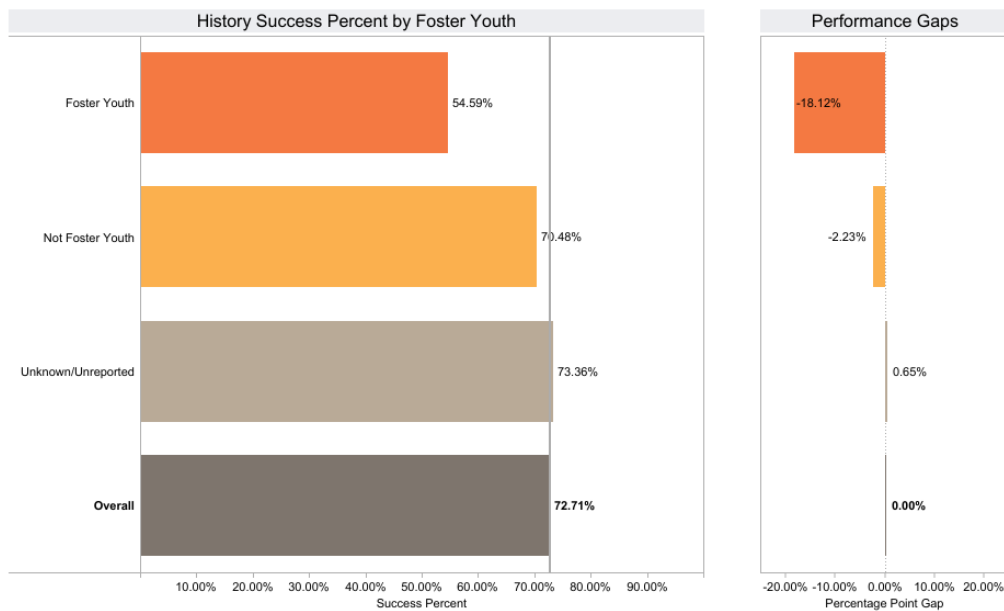
Dual Enrollment:  
All

Prison:  
All

Disaggregate By:  
First Generation



### Successful Course Completion by Student Subpopulation



**Note:** Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B-, C+, C, CR or P to all valid grades.

Academic Year:  
All

Department:  
History

Region:  
All

Enroll Status:  
All

Dual Enrollment:  
All

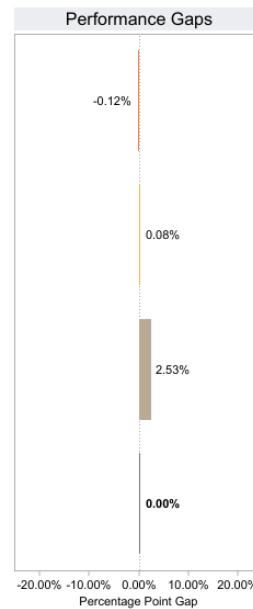
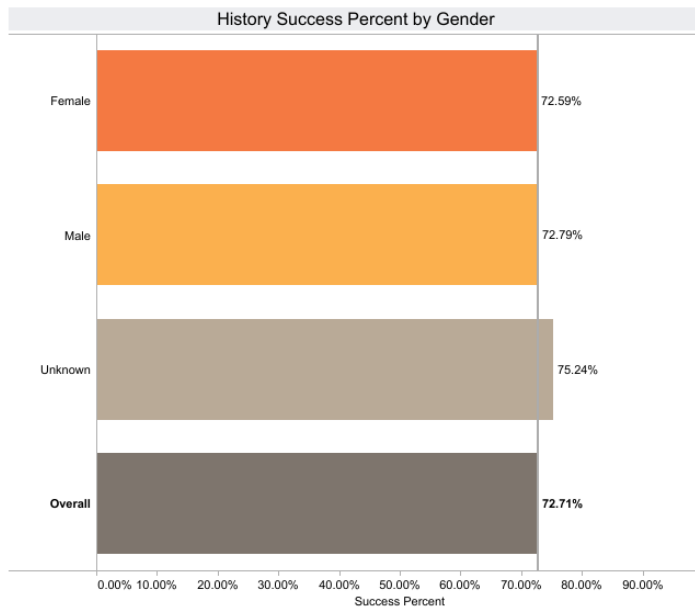
Prison:  
All

Disaggregate By:  
Foster Youth

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### Successful Course Completion by Student Subpopulation



Academic Year:  
All

Department:  
History

Region:  
All

Enroll Status:  
All

Dual Enrollment:  
All

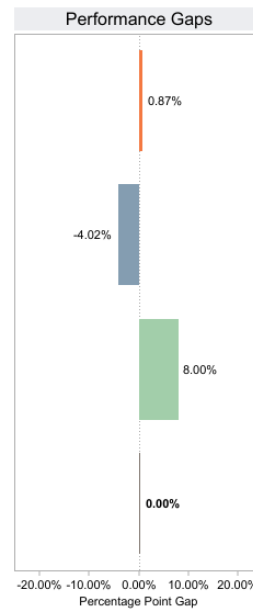
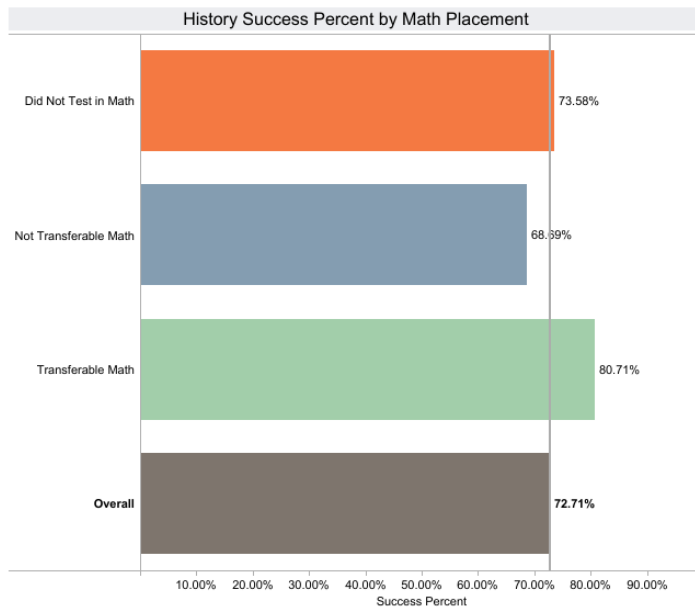
Prison:  
All

Disaggregate By:  
Gender

**Note:** Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B-, C+, C, CR or P to all valid grades.



### Successful Course Completion by Student Subpopulation



Academic Year:  
All

Department:  
History

Region:  
All

Enroll Status:  
All

Dual Enrollment:  
All

Prison:  
All

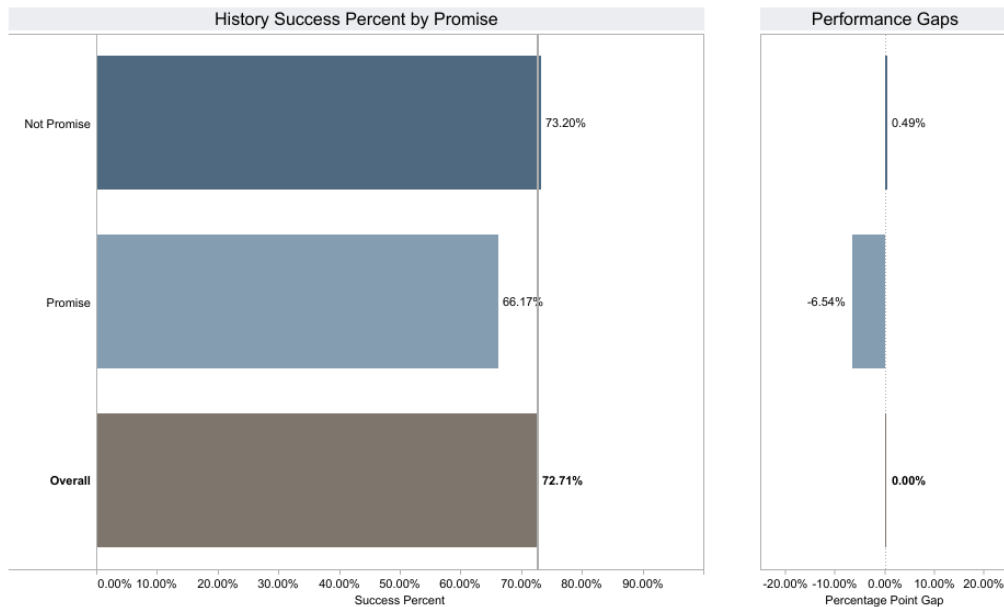
Disaggregate By:  
Math Placement

**Note:** Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B-, C+, C, CR or P to all valid grades.

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### Successful Course Completion by Student Subpopulation



**Note:** Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B-, C+, C, CR or P to all valid grades.

Academic Year:  
All

Department:  
History

Region:  
All

Enroll Status:  
All

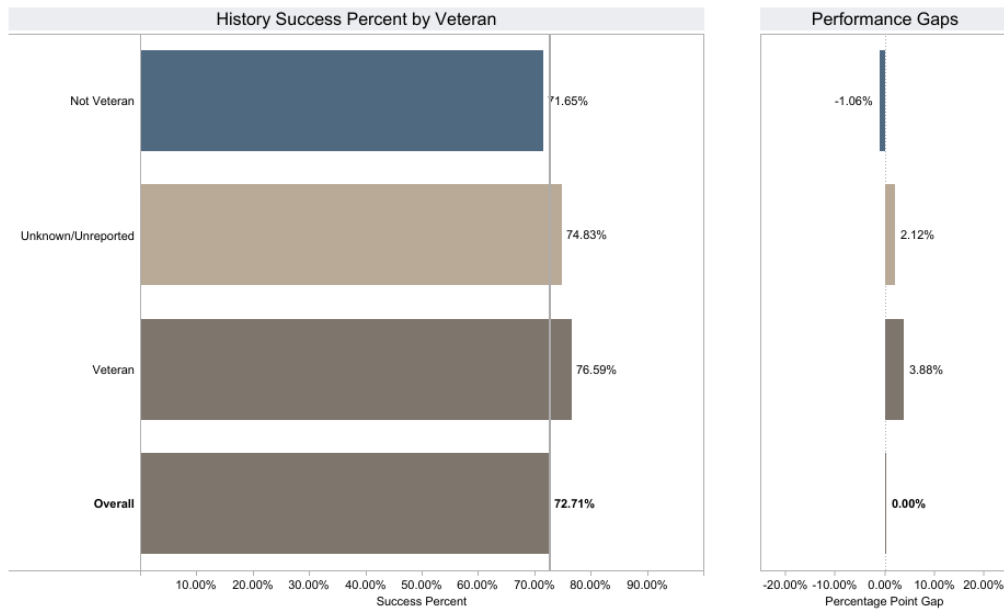
Dual Enrollment:  
All

Prison:  
All

Disaggregate By:  
Promise



### Successful Course Completion by Student Subpopulation



**Note:** Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B-, C+, C, CR or P to all valid grades.

Academic Year:  
All

Department:  
History

Region:  
All

Enroll Status:  
All

Dual Enrollment:  
All

Prison:  
All

Disaggregate By:  
Veteran

## OTHER RELEVANT PROGRAM DATA (OPTIONAL)

San Luis Obispo County Community College District  
Instructional Annual Program Planning Worksheet

Approved by Academic Senate 2017-04-28 Document to be Used for Submission Spring 2019

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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:**

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

Regarding texts, Professor DeFraga will be the first history faculty to use an open source, no cost, text. Other history faculty will be considering making the same move away from traditional texts. Regarding curriculum, the History Department hopes to start offering the History 203 and History 204 series out of sequence in DE modality. This would allow students, especially History majors, to have more flexibility in meeting all their course requirements. For example, a student could take History 203B in the fall semester, without having to wait until the spring. Regarding the Global Studies ADT, history faculty are considering teaching one or more of the courses in that degree program.

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- **PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR**

Briefly describe any program plans for the upcoming academic year. These may include, but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

- A. NONE
- B. Professor DeFraga will begin using online textbooks in Fall 2019 for History 207A and History 207B.
- C. NONE
- D. NONE
- E. The History faculty would very much like to see money for student readers put back into the Division budget.
- F. NONE



- **2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET**

- **PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT**

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success— Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.