

2023 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2022-2023 PROGRAM: HISTORY
CLUSTER: HUMANITIES LAST YEAR CPPR COMPLETED: 2022
NEXT SCHEDULED CPPR: 2027 CURRENT DATE: 2/24/2023

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 ([download from this folder](#)) (Please review the [Resource Allocation Rubric](#) when preparing the 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 AAT

GENERAL PROGRAM UPDATE

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

The History Department currently has a part-time hiring pool open and candidates will interview in March 2023. The department is being asked to offer more classes at both the California Men's Colony, and for Concurrent Enrollment, and our adjunct faculty are teaching a maximum number of classes. A new part-time instructor will allow the department to meet the above-mentioned requests.

Professor Zachary McKiernan is also planning to create a Public History course this summer, focusing on local history, oral history, and curation in local museums.

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.

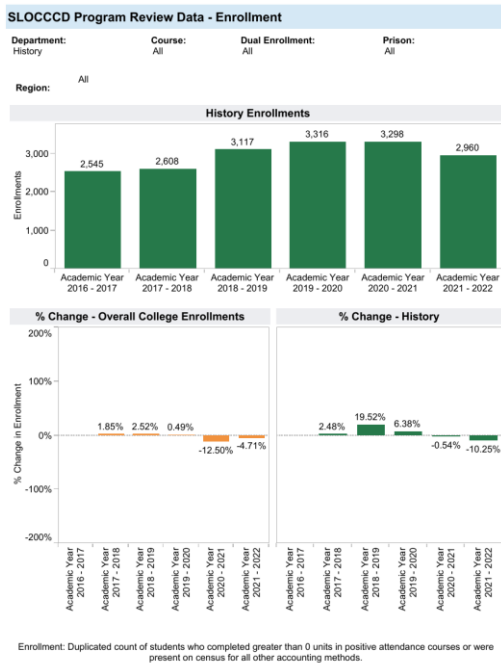
If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

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.

A. [General Enrollment \(Insert Aggregated Data Chart\)](#)

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

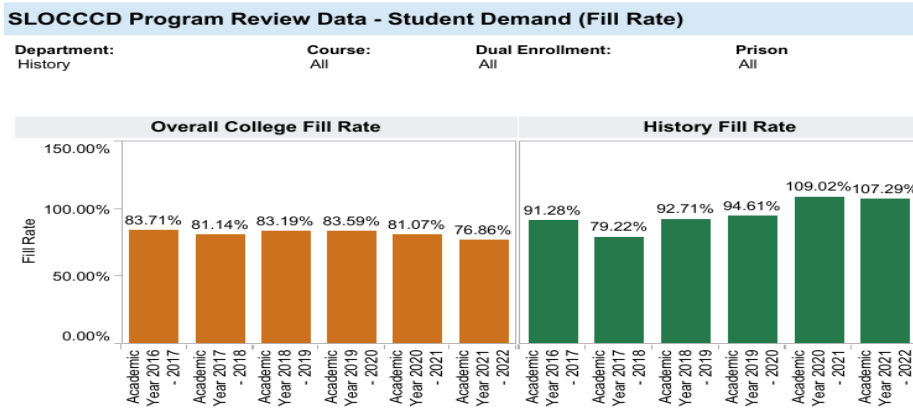


Given the trend of declining enrollment throughout the state, it is not surprising that the History Department has also experienced enrollment drops. What is more difficult to

interpret, is why History enrollment decline in AY 21-22 was 5.54% lower than that of the overall college. As the following sections indicate, History classes are generally in high demand and have very healthy fill rates.

B. [General Student Demand \(Fill Rate\) \(Insert Aggregated Data Chart\)](#)

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

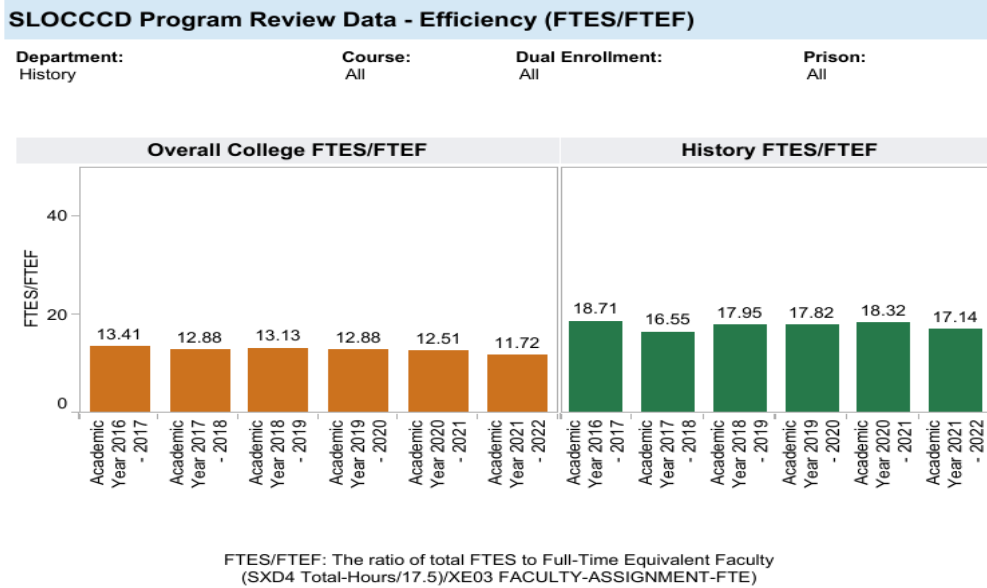


Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

With the exception of the 2017-2018 academic year, fill rates for the History Department have been quite healthy. History fill rates have exceeded those of the college by 7.57% to 30.43%. Individual History courses also see high fill rates. Only three courses, HIST203B, HIST204B, and HIST233 have ever seen fill rates below 50%, but that lower percentage is only present in one academic year. For HIST203B and 204B, the year was 2017-2018, and for HIST233, academic year 2021-2022. Reasons for these lower numbers could include such factors as class times, fewer sections offered, not enough DE/in-person choice, course location at CMC, etc.

C. [General Efficiency \(FTES/FTEF\) \(Insert Aggregated Data Chart\)](#)

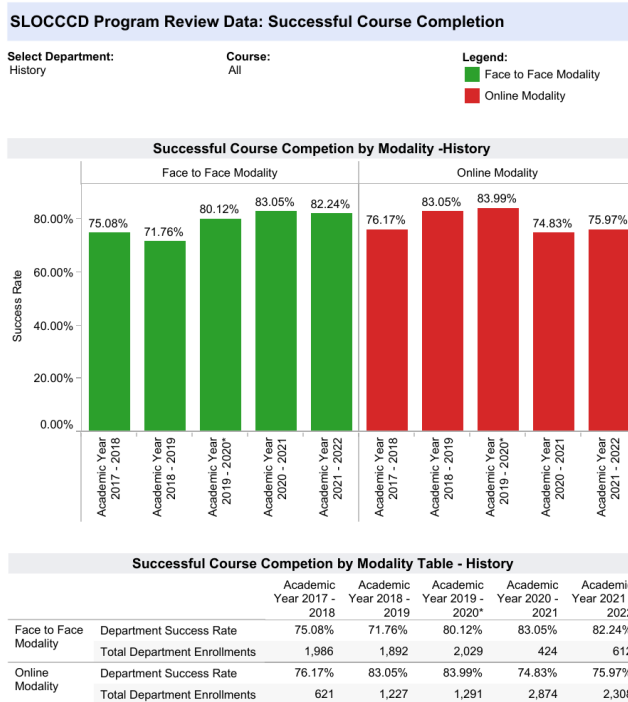
Insert the data chart and explain observed differences between the program and the college.



Over the last five years, the efficiency of the History Program has been consistently higher than the College as a whole, which indicates that the History Program provides an important source of fiscal support for the college. While College FTES/FTEF have ranged between 11.72 - 13.41, the History Program has seen FTES range from 16.55 to 18.71. HIST207A and 207B have the highest efficiencies, ranging from 16.10 to 21.27, and HIST204B (History of Western Civilizations) has the lowest at 8.40 - 16. This is likely a result of students choosing the more GE applicable World History courses (History 203A/B). Factors contributing to the Department’s high efficiency rates include: more DE course offerings, limited courses offered at CMC, and increased Dual and Concurrent Enrollment offerings.

D. [Student Success—Course Completion by Modality \(Insert Data Chart\)](#)

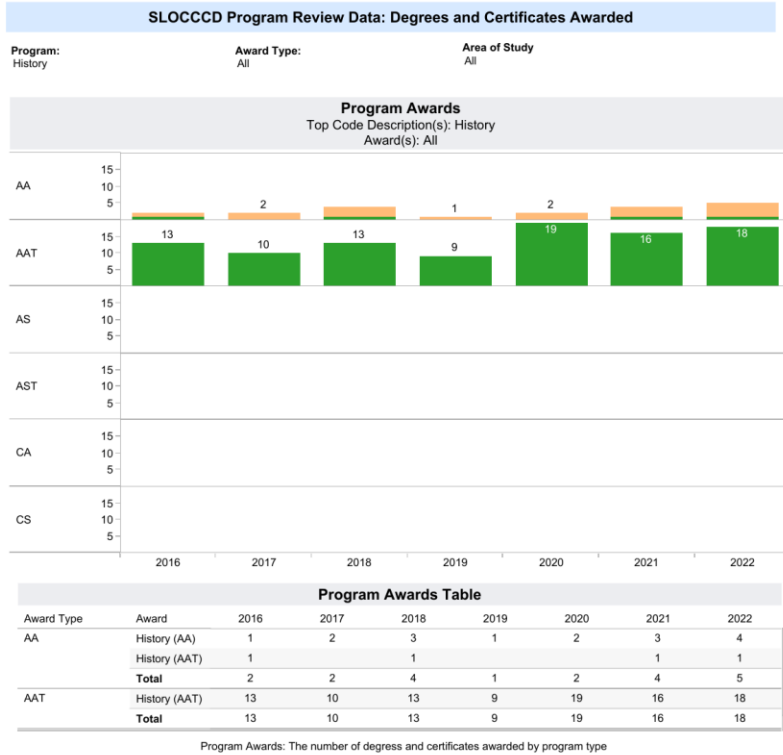
Insert the data chart and explain observed differences between the program and the college.



The History Department is happy to report that successful course completion is occurring in both Face-to-Face and Online modalities. Both modalities have 70% or higher course completion, with only 3% difference between the lowest F2F percentage and the lowest Online percentage. If there was a silver lining to the Covid pandemic, it was that virtually all history courses were converted to be offered online, as well as in-person. This high rate of course completion tells us that the History Department continues to offer high-quality courses in modalities that students find desirable and accessible.

E. [Degrees and Certificates Awarded \(Insert Data Chart\)](#)

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



The History Department awarded 23 degrees in 2022, which is the highest number of degrees in the last five years. We hope to see even higher numbers in the future, as enrollment rebounds throughout the state.

F. [General Student Success – Course Completion \(Insert Aggregated Data Chart\)](#)

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

SLOCCCD Program Review Data: Successful Course Completion

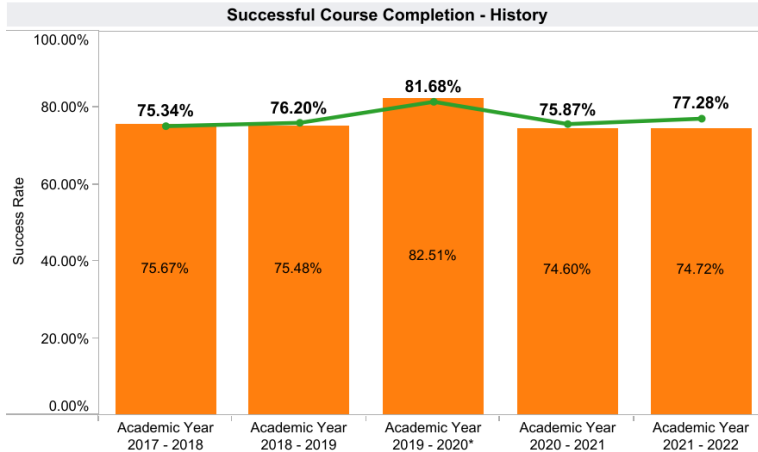
Select Department:
History

TERM
All

Measure Names

Department Success Rate
Overall College Success Rate

COURSE
All



History Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Department Success..	75.34%	76.20%	81.68%	75.87%	77.28%
Total Enrollments	2,607	3,119	3,320	3,298	2,920

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

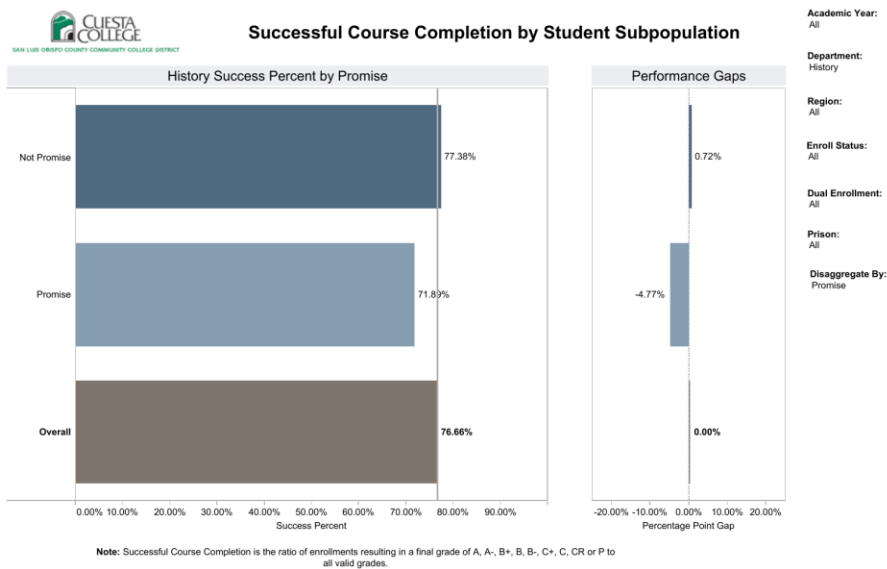
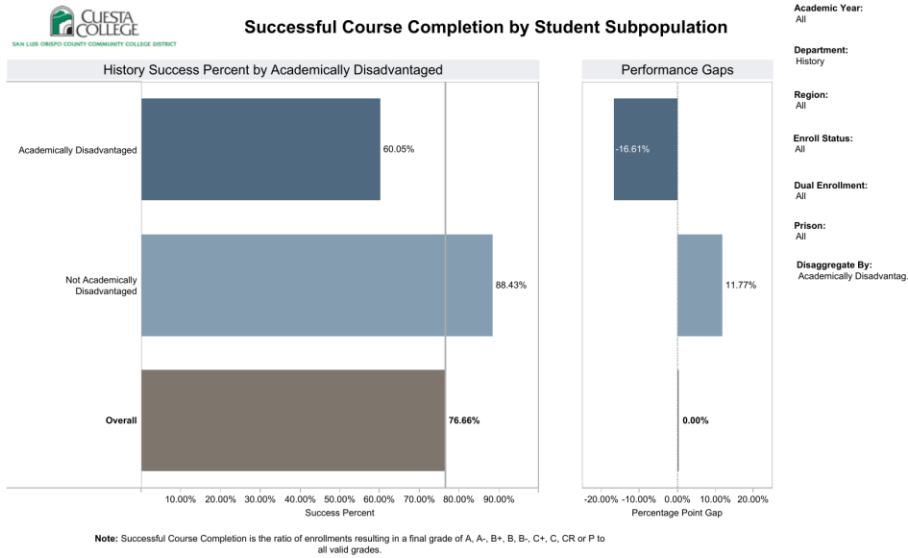
The History Department's rates of successful course completion very closely mirror those of the College. Over the last five years, completion rates have seen a low of 75.34% to a high of 81.68%. These high completion rates demonstrate that History faculty remain committed to high-quality instruction, academic rigor, and offering students an equitable and supportive learning environment.

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 following are some questions you might want to consider:

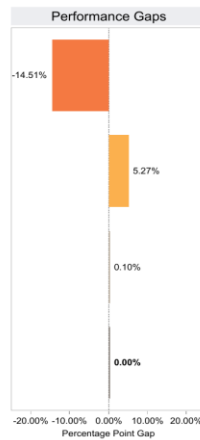
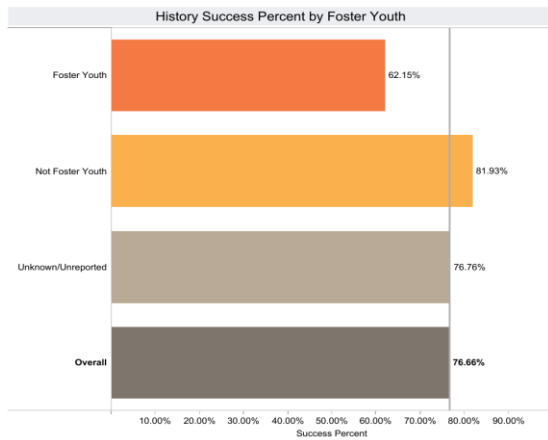
- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?

- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?





Successful Course Completion by Student Subpopulation

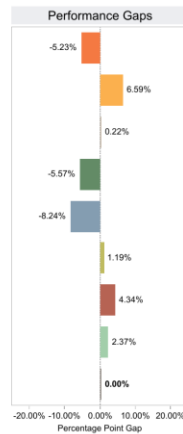
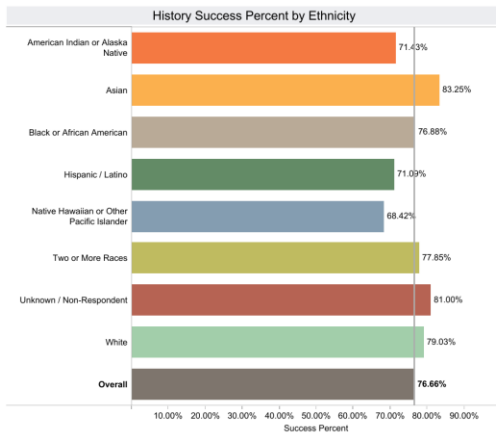


Academic Year: All
 Department: History
 Region: All
 Enroll Status: All
 Dual Enrollment: All
 Prison: All
 Disaggregate By: Foster Youth

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: Ethnicity

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.

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. The data clearly demonstrates a significant gap in academic success between white and minority students at Cuesta College. This success gap is evident and comparable among history students and all students at the college. The history faculty assiduously work to provide students with superlative content and organization in face-to-face and online courses. The History Department offers quality dual enrollment courses in order to provide local high school students with a running start toward collegiate success. The college should offer additional dual enrollment courses and expanded tutorial assistance to close the success gap for minority scholars.

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:

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.*

According to the Program Assessment Cycle Calendar, there are no History Courses scheduled for SLO Assessment in Spring 2023. Therefore, there have been no needed updates in eLumen. However, previous updates in eLumen based on Plan Improvements tasked faculty with ensuring Student Learn Outcomes from the Course Outline of Record (COR) matched the Student Learning Outcomes registered in eLumen. History faculty continue to follow the Program Assessment Cycle Calendar to ensure compliance with program mission and goals.

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.*

1. 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. While some sections have returned to the face-to-face modality, many other History Department offerings remain as distance learning sections. This clearly reflects the preference of many college students even after the pandemic recedes and provides an opportunity for all courses in the History AA-T to be completed on-line.

2. The History Department now offers two sections of History 233 (African American history) and two sections of History 212 (Mexican American history) in the same semester—and in both face-to-face and distance education modalities. This certainly promotes the College’s emphasis on cultural diversity while promoting instruction on the place of race and ethnicity in American history and contemporary society.

3. Sections of dual enrollment United States history have seen tremendous enrollment. High school enrollment in these courses has far exceeded the “cap” of forty-two students per course. The high student success rates and low attrition indicate that these dual enrollment courses are superlative and will exert a vital role in the Department’s course offerings in the future. Atascadero, Arroyo Grande, Nipomo, and Templeton High Schools have joined Cuesta College History Department's dual enrollment program.

4. The newest Full-time member of the History Department, Dr. Zachary McKiernan, earned tenure in 2020. He is a valuable instructor, who provides quality courses in world and western civilizations, United States history, and African American and Mexican American histories. And, as mentioned earlier, he is planning to create a Public History course for the department.

5. The Social Science Division received a technology and telephone upgrade from 2020 to 2022. These upgrades should continue to facilitate the quality of history instruction at Cuesta College.