

# 2024 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2023-2024

PROGRAM(S): HISTORY

CLUSTER: HUMANITIES

AREA OF STUDY: SOCIAL SCIENCES

LAST YEAR CPPR COMPLETED: 2022 NEXT SCHEDULED CPPR: 2027 CURRENT DATE: 2/26/2024

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](#), which can be downloaded from this [SharePoint 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 programs of study (degrees and/or certificates):

**History AA and History ADT**

## GENERAL PROGRAM UPDATE

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps.

The History Department continues its evolution toward serving Cuesta students in the post-pandemic era, offering a wide variety of course subjects across a range of modalities and campuses in San Luis Obispo. To the latter, history instructors teach face-to-face classes at the San Luis Obispo and North County campuses as well as the California Men's Colony. Too, history instructors teach asynchronous Distant Education courses as well as Concurrent Enrollment in conjunction with area high schools. To the former, history instructors teach HIST 203 A/B, HIST 204 A/B, HIST 207 A/B, HIST 210, HIST 212, HIST 233, and HIST 237. Full-time and adjunct faculty are teaching at maximum loads of classes to meet demand. As such, the History Department hired two, new part time instructors for Fall 2023—and with the retirement of full-time instructor Anthony Koeninger—the Department is poised to hire a tenure-track instructor in Spring 2024, to begin Fall 2024.

In addition, Bree Highhouse is investing energy to re-initiate Cuesta's History Club. And Professors Lisa De Fraga and Zachary McKiernan received a \$6300.000 stipend from the Diversity, Equity, and Inclusion Funds to celebrate Black History Month. In this programming,

students, faculty, and staff attended talks and lectures from the nationally acclaimed author Linda Holmes and local representatives from the NAACP.

The History Department is excited to expand its teaching diversity with a special interest in building new classes in public, oral, labor, economic, and borderlands history—especially with the expertise of the new, tenure track hire.

## **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**

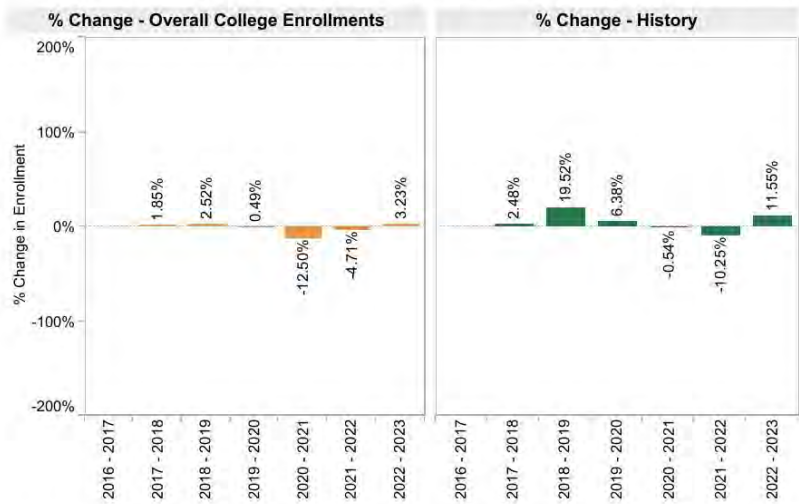
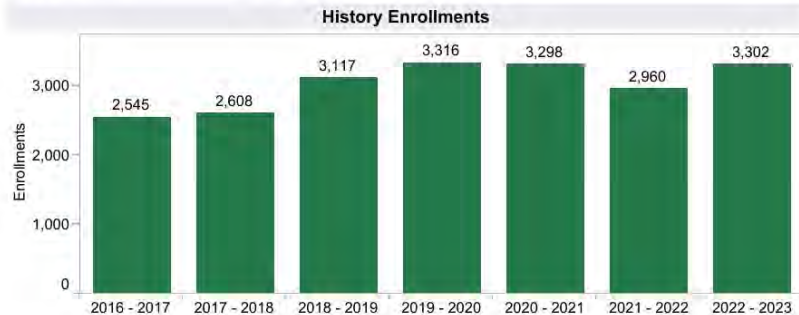
Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends 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.

### SLOCCCD Program Review Data - Enrollment

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



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.

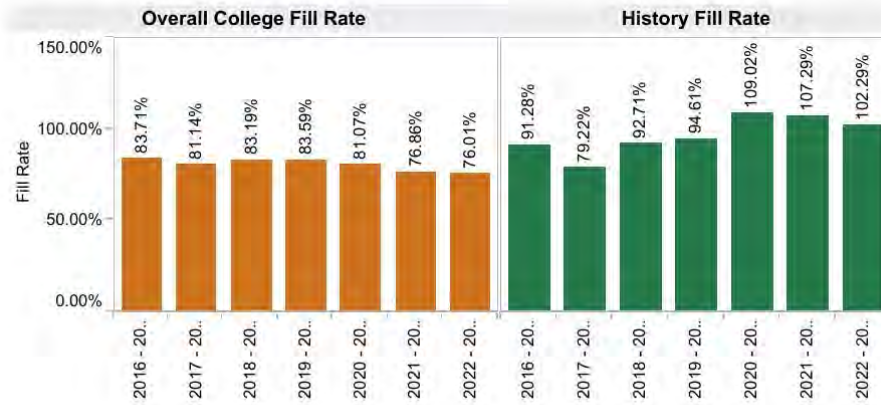
History enrollment for the 2022-2023 academic year was up by 342 students over the previous year, and this change was 8.32% better than the change of enrollment for the entire college. Explanations for this positive development likely include continued rebounding from the Covid pandemic, and increased offerings from the History Department, especially CCAP and Dual Enrollment courses.

**B. General Student Demand (Fill Rate) (Insert Aggregated Data Chart)**

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

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

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

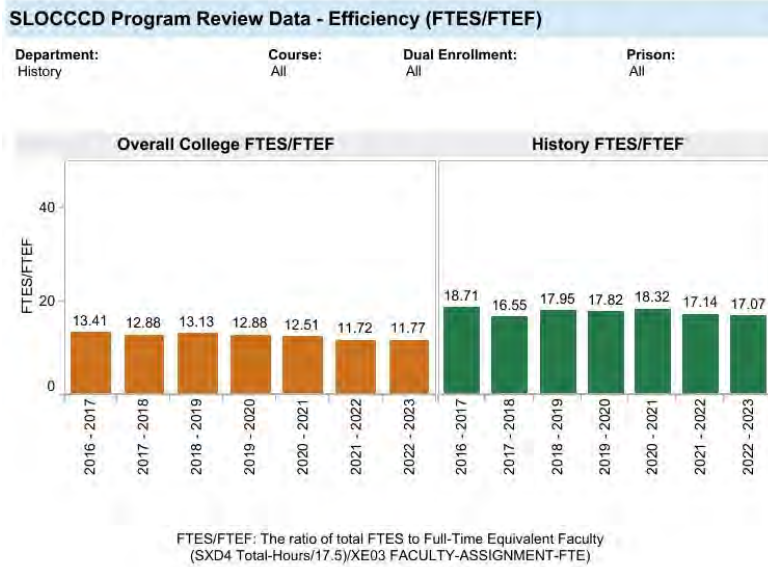


Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

While History fill rates decreased slightly in the 2022-2023 academic year (102.29% vs. 107.29% in 2021-2022), they are still 26.28% higher than the overall college fill rate. The majority of History classes also have very healthy fill rates, especially History 207A, History 207B, and History 204B which have fill rates in excess of 100%. The lowest fill rates are History 203A with 56.47% and History 233 with 38.27%. These lower numbers are almost certainly due to too many sections being offered per semester. In the case of History 233, two sections were offered in Spring 2023, but this semester (Spring 2024) only one section was available. History faculty anticipate the fill rate for this course will improve significantly next year.

C. **General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**

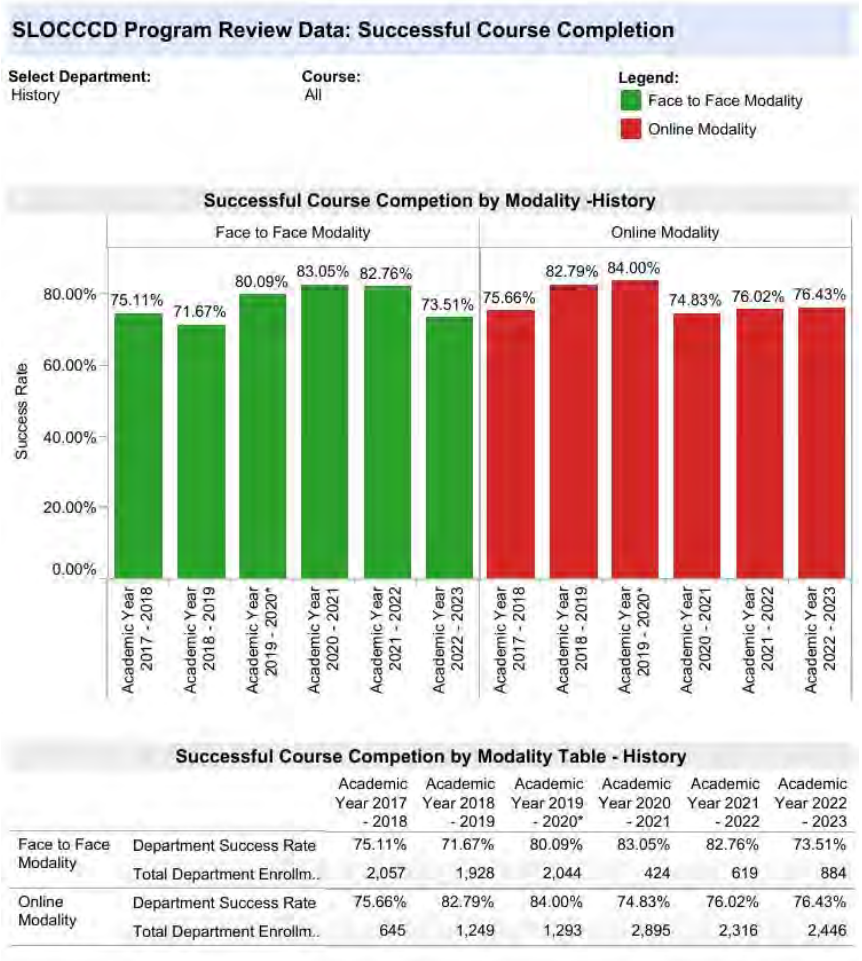
Insert the data chart and explain observed differences between the program and the college.



Over the last five years, the efficiency of the History Program has been consistently higher than the College as a whole. For 2022-2023, College efficiency was 11.77, while for History the number was 17.07. History 233 had the lowest efficiency at 7.63, which is likely due to too many sections being offered (discussed in Fill Rate section), and History 237 had the highest efficiency at 20.00. The high efficiency of the History classes indicates that the History Program provides substantial revenues to support the operation of the college.

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

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

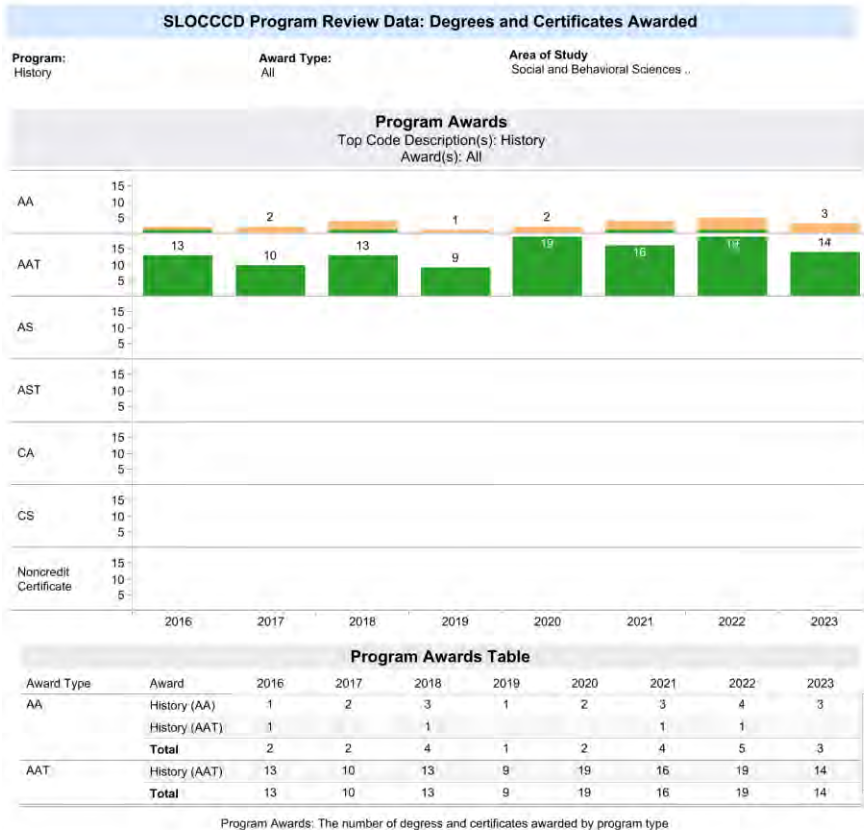


The History Department is happy to report that successful course completion is occurring in both Face-to-Face and Online modalities. Both modalities have 70% or higher course completion, with only 3.16% difference between the lowest F2F percentage and the lowest Online percentage. If there was a silver 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.



Here are the numbers of students who earned the AAT degree in History since 2020:2020: 19; 2021:16; 2022: 19; 2023: 14. These numbers are significantly higher than prior to 2020 when the norm was more like 11 History AAT degrees awarded per year. That same pattern generally holds for the College overall with significantly more degrees awarded after 2020 than before 2020.

**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:  
All

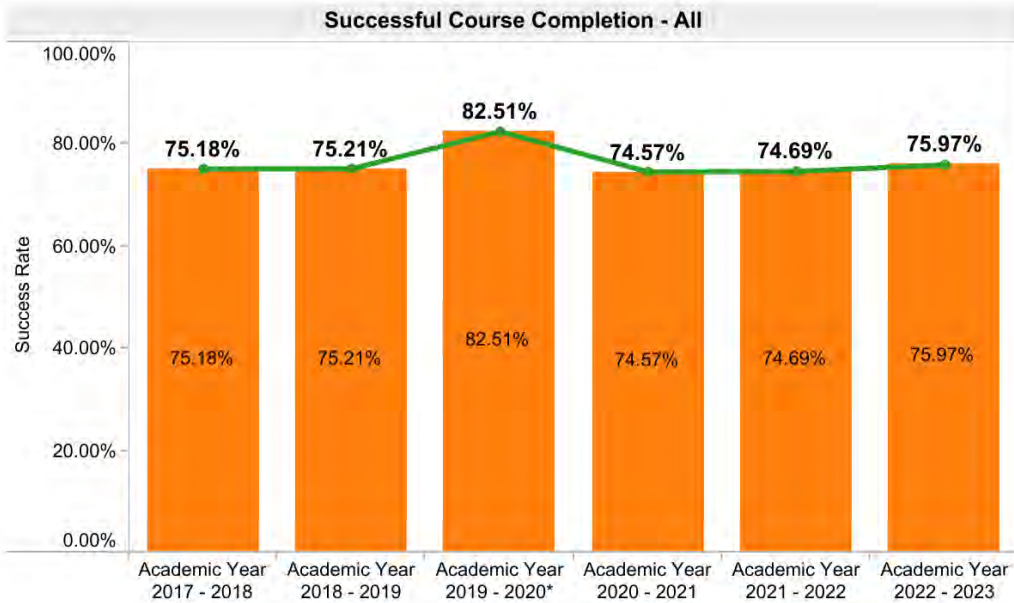
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All

Measure Names

Department Success Rate

Overall College Success Rate

COURSE  
All



All Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Department Success..	75.18%	75.21%	82.51%	74.57%	74.69%	75.97%
Total Enrollments	69,381	69,447	69,252	60,679	57,570	59,507

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



## SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
History

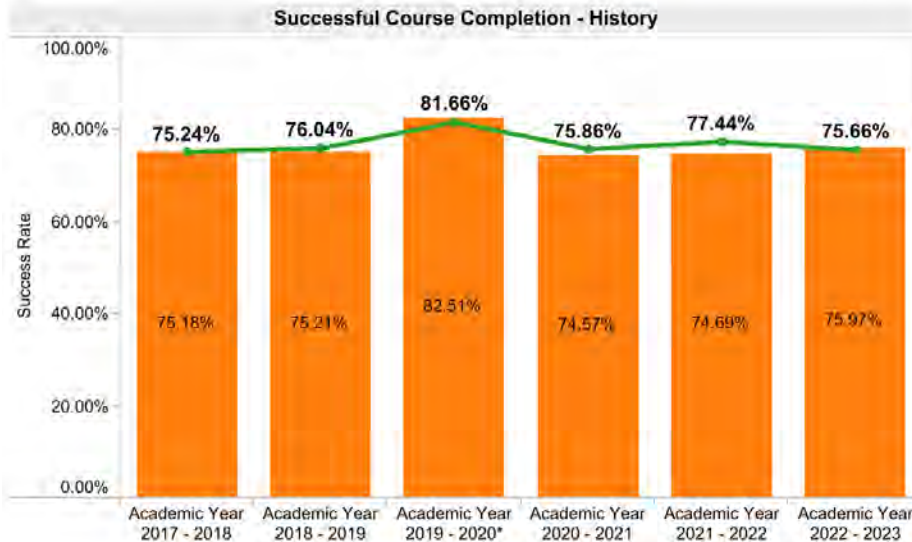
TERM  
All

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	Academic Year 2022 - 2023
Department Success..	75.24%	76.04%	81.66%	75.86%	77.44%	75.66%
Total Enrollments	2,702	3,177	3,337	3,319	2,935	3,330

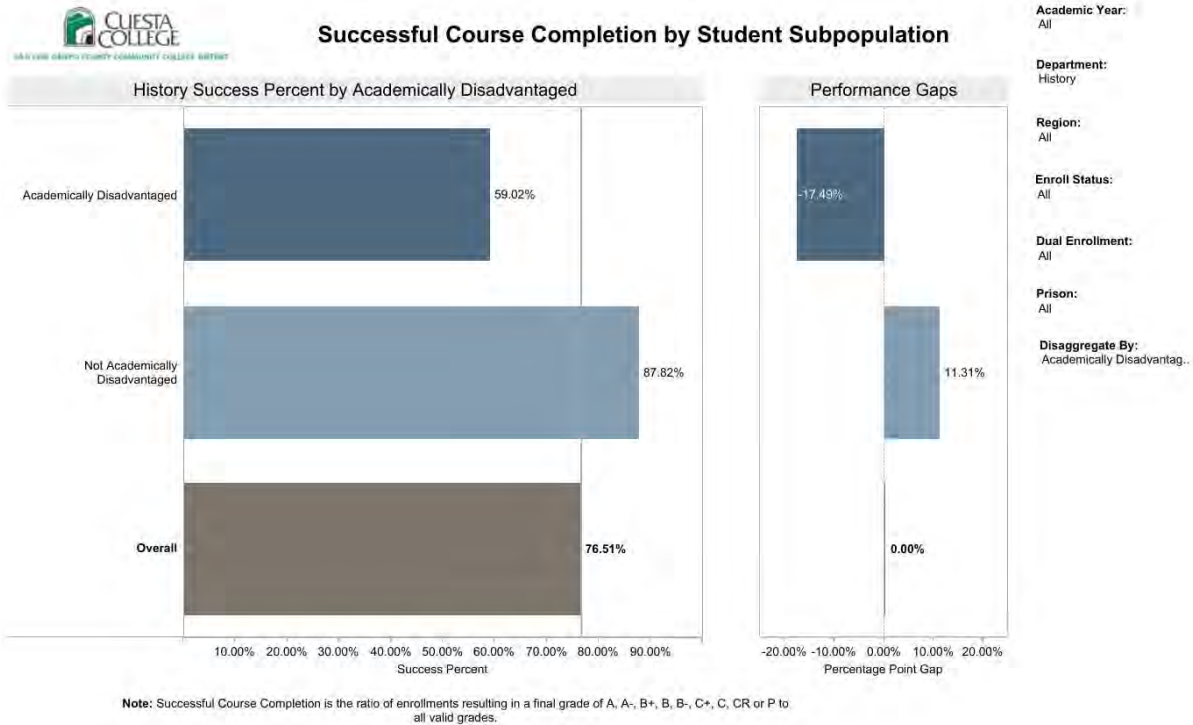
Success: The Percentage of student enrollments resulting in a final grade of "C" or better

The successful course completion rate for History has hovered around 75 – 77% since 2017-2018. The exception is 2019-2020 when the rate rose to over 81%. The successful course completion rate for the College overall has hovered around 74 – 75% since 2017-2018. The exception is 2019-2020 when the rate rose to over 82%. So the successful course completion rate for the History AAT and the College overall are remarkably similar.

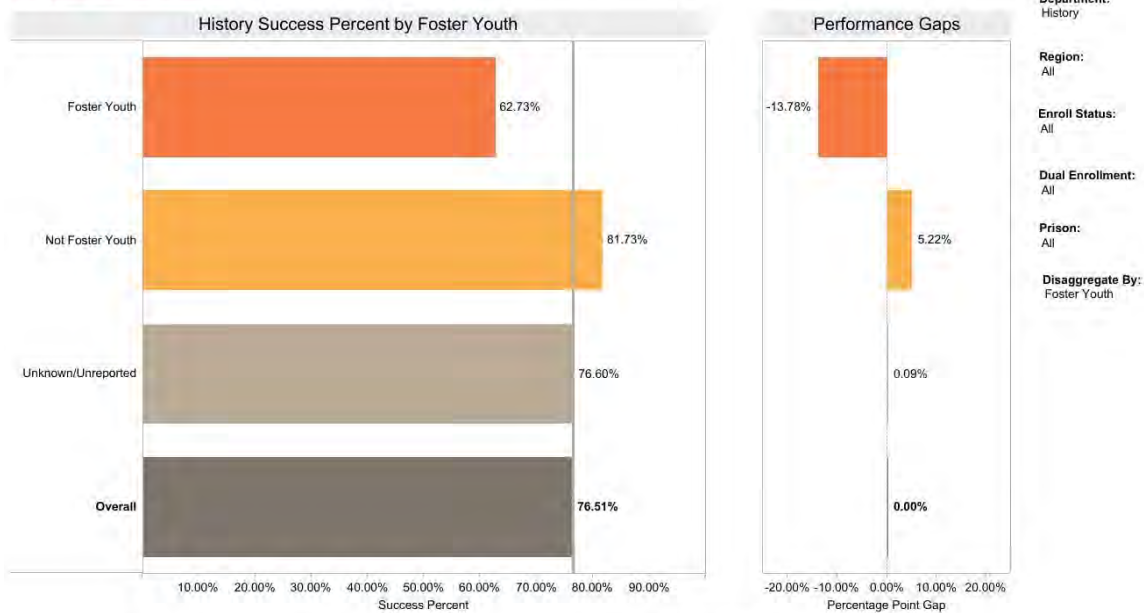
- G. Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

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



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 biggest performance gaps in the History Department occurred in the “Academically Disadvantaged” and “Foster Youth” student subcategories, with gaps of -17.49 and -13.78 respectively. History Department faculty will discuss ways to lower these gaps and encourage the College to continue programs that support the mental and physical health of our students. Such programs include: the Food Pantry, the Tutoring Center, Academic Success Coaches, the Basic Needs Center, and the Cuesta Health Center.

### PROGRAMS AND CURRICULUM REVIEW PROGRESS

- A. For the following questions, please refer to the 5-year update calendar in the [Curriculum Review Worksheet](#) (or classic template if your last CPPR was conducted before 2023) from your most recent CPPR.

List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the   /N/A/ year in the 5-year calendar of the Curriculum Review Worksheet.

**No major or minor modifications were scheduled for the History AA or the History ADT.**

From the list generated in #1, identify those programs of study and courses that underwent **the**

scheduled modifications during the N/A \_ year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)
N/A		

From the list generated in #1, identify those programs of study and courses that did not undergo the modifications for which they were scheduled during the \_\_\_\_ year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)
N/A			

- B. For the following questions, please refer to Part A, #3 of the previous year’s APPW (please also refer to any APPW completed since your most recent CPPR which have incomplete curriculum updates that aren’t already referenced in the previous year’s APPW).

List those programs of study and courses that are listed in previous APPW that were listed under #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type “N/A” in the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)
N/A			

From the list generated in #1, identify those programs of study and courses that did not undergo the modifications for which they were scheduled during the \_\_\_\_ year. Complete the table below for those items only. You may leave this table blank if you wrote “N/A” for the previous table.

Program of Study OR Prefix	Past Re-scheduled Due	Briefly state why modification was not	Second re-scheduled date for

and Course #	Date for Modification	completed as rescheduled	modification (must be within 6 months)
N/A			

## 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.

None

## 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.*

**NONE**

### 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. New or modified plans for achieving program-learning outcomes
  - a. The History Department does not anticipate adopting any new plans to achieve program-learning outcomes. Instructional staff is excited to work closely with and receive counsel from newly hired Dean Mozell Person as much as the new Chair of Social Sciences, Chris Gilbert. With the growing presence of full and part-time faculty on campus in the post-pandemic era—and the return of students to face-to-face modalities, Department faculty endeavor to meet as a cohort three times each semester, at the beginning, middle, and end. This, to

not only to work towards disciplinary and pedagogical success but to build on our strong culture of collegiality.

- B. Anticipated changes in curriculum, scheduling or delivery modality.
  - a. The History Department anticipates that it will continue to offer a wide variety of course subjects across a range of modalities and campuses in San Luis Obispo—including face-to-face, Distance Education, and Concurrent and Dual Enrollment. With the new full-time hire, there is a potential to restart our course in the History of Latin America and build new courses aligned with instructor expertise and student demand.
- C. Levels, delivery or types of services.
  - a. The History Department will continue to mentor students, support them in 4-year transfer actions, and steer them towards internships and employments. There is also a desire to begin anew announcing the History Student of the Year Award—a casualty of the pandemic.
- D. Facilities changes
  - a. The teaching facilities for all of Social Sciences are receiving upgrades in audio/visual equipment.
- E. Staffing Projections
  - a. The History Department expects that all full time and part time staff will be at maximum loads.

## 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.