

# Annual Program Plan 2019-2020 (HiPS\_History and Humanities) Latest Version

## Annual Program Plan

### APP Section I: Program/Department Description Annual Program Plan: Version by **McKeever, Arthur** on **11/14/2018 02:05**

Our departmental mission statement is:

"Pierce College's History, Humanities, Philosophy and Sociology (HiPS) department synergistically aims to inspire students towards intellectual and personal growth. By developing and maintaining crucial tools and programs, department members cultivate, mentor, and prepare students academically and socially for a successful life. The department unites four essential disciplines and diverse faculty members who are committed to preparing students for lifelong learning through a strong liberal arts education. Faculty members' dedication to the standards of their respective disciplines and to the student population is demonstrated by the effective and thoughtful pursuit of innovative, collaborative, and critical engagement with all members of the campus and district community."

The History Department continues to serve students at Pierce College. American History is a required subject that must be satisfactorily completed by all students, both transfer and AA alike, to meet the state of California's American Institutions requirement. The History discipline has a number of course offerings, which allow students to complete this requirement.

The discipline has implemented a transfer degree [Associate in Arts degree for Transfer (AA-T)] in History. The discipline has actively promoted this information through participating in campus programs like, Meet Your Major, as well as posting the AA-T brochure in classrooms, online, and with the Counseling Department to better inform students of how they can incorporate a variety of history course offerings at Pierce to complete this program and successfully transfer within the CSU system.

Currently our discipline is made up of four tenured faculty, with one of the faculty on reduced loads due to Union obligations. The discipline has also three-tenure track probationary faculty in their second and third year of the process to expand the full time faculty areas of expertise in fields of Mexican American, African American studies, Latin America, and World Civilizations. This will allow the discipline to better support an UMOJA program on campus and develop a global focus in our course offerings more in line with CSU and UC history department requirements. There are also 17 adjunct faculty members in the department. Our Humanities discipline includes two Humanities adjunct instructors who continue to offer two courses per semester.

### APP Section II: Status of 2017-2018 Goals Annual Program Plan: Version by **McKeever, Arthur** on **11/14/2018 02:05**

| 2017-2018 Goals  | SMP Goal (X.1) | Status (Completed or Not Completed) | If goal not completed, briefly describe the reason |
|--|----------------|-------------------------------------|--|
| Raise our success rates by 3% over the next academic year with a focus on minority students. | C              | Not Completed                       | Continuing goal                                    |
| Increase the number of course offerings for World Civilizations                              | A, B           | Completed                           |  |
| Increase course offerings for Latin American History with History 19 (History of Mexico)     | A, B           | Not Completed                       | Continuing goal                                    |
| Participate in campus wide events  | C              | Not Completed                       | Continuing goal                                    |

### APP Section III: Analysis of Data Annual Program Plan: Version by **McKeever, Arthur** on **11/14/2018 02:05**

#### Success, retention and persistence rates

According to Fall 2017 data, program fill rates for history have remained high at 85% and retention rates of 82.8%. However, success rates increased to 63%, from last year's 58.8%, a 4.2% percent increase. Program fill rates for humanities increased 4.1% to a high 107.4% and retention rates increased 11.7% to 94.5% but the success rates for humanities had a slight increase of 0.5% to 77.9%. The success rates for African-Americans grew to 52.1% from 50.8%, Latinos had a positive increase from 48.1% to 56.8%, and Multi-Ethnics success rates had a slight increase to 62.5% from 60.2%. In Humanities, the success rates for African-Americans dropped significantly from 80% to 50%, but Latinos increased from 65.8% to 74.5%. Multi-Ethnics continued to drop from 80% to 78.3%. Although we can see an improvement in SLO scores this has not correlated to improvements in student success that is in par with the institutional set standard of 66%. Currently the department is at an overall success rate of 64%. The focus on SLOs may be hindering our ability to focus on student success or SLOs need to be reformed in order to help students improve their overall success.

#### Degrees and certificates awarded

15

#### Program learning outcomes assessment results

NA

#### Improvements or plans made as a result of dialogue surrounding course or program outcomes data

Previous SLO assessments revealed students struggled with our SLO related to critical thinking skills that required analysis, evaluation and interpretation of primary sources: "Students will be able to develop critical thinking skills by learning how to analyze evaluate and interpret the historical evidence of primary sources." Therefore, department plans to address this issue regarding this outcome in the hopes of generating more student success. It would behoove the department to have a discussion regarding the improvement of outcomes and what is needed (i.e. books, technological hardware, computer lab space, etc.) in order to assist students in their success.

#### Licensure passage rates

NA

#### Job placement rates

NA

#### Faculty (including FT/PT ratios)

We have six tenure track faculty and fifteen adjuncts in history. Our potential full time/part time ratio is at 70%. There are two adjunct instructors for the Humanities

### APP Section III: Other Data (if applicable) Annual Program Plan: Version by **McKeever, Arthur** on **11/14/2018 02:05**

| Metric | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|--------|-----------|-----------|-----------|-----------|-----------|
| NA     | undefined | undefined | undefined | undefined | undefined |

### APP Section III: Other Data (discussion) Annual Program Plan: Version by **McKeever, Arthur** on **11/14/2018 02:05**

#### Discuss any longitudinal trends in the above data and improvements based on these trends

According to Fall 2017 data, program fill rates for history have remained high at 85% and retention rates of 82.8%. However, success rates increased to 63%, from last year's 58.8%, a 4.2% percent increase. Program fill rates for humanities increased 4.1% to a high 107.4% and retention rates increased 11.7% to 94.5% but the success rates for humanities had a slight increase of 0.5% to 77.9%. The success rates for African-Americans grew to 52.1% from 50.8%, Latinos had a positive increase from 48.1% to 56.8%, and Multi-Ethnics success rates had a slight increase to 62.5% from 60.2%. In Humanities, the success rates for African-Americans dropped significantly from 80% to 50%, but Latinos increased from 65.8% to 74.5%. Multi-Ethnics continued to drop from 80% to 78.3%. Although we can see an improvement in SLO scores this has not correlated to improvements in student success that is in par with the institutional set standard of 66%. Currently the department is at an overall success rate of 64%. The focus on SLOs may be hindering our ability to focus on student success or SLOs need to be reformed in order to help students improve their overall success.

### APP Section IV: Internal and External Influences Annual Program Plan: Version by **McKeever, Arthur** on **11/14/2018 02:05**

#### Briefly describe internal and external influences affecting the program/department

A lack of internet availability in the classrooms continue to be a problem. However, the addition of technological modernization (i.e. smart boards, blue ray players, classroom projectors) have been a welcome addition. Nonetheless, the limited availability of computer labs on campus has made it difficult to implement authentic assessments and engaging class activities that serve to provide students with an opportunity to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.

### APP Section V: Goals, Actions, Resource Requests and Justifications Annual Program Plan: Version by **McKeever, Arthur** on **11/14/2018 02:05**

NA

| Goals and Objectives  | Met | Not Met |
|---|-----|---------|
| Increase the number of available online courses   | Met | Not Met |
| Increase the number of course offerings for Latin American history including History 19   | Met | Not Met |
| Participate in campus wide events   | Met | Not Met |
| Raise success rates above the institutional set standard with a focus on minority students. Increase the effective use of technology and cultural responsive teaching | Met | Not Met |

### APP Section VI: Additional Comments or Information Annual Program Plan: Version by **McKeever, Arthur** on **11/14/2018 02:05**

We would like to order the following for our department:

1. Headsets for use by online professors 1A, D3, D4, D5 \$200.00