



C U Y A M A C A
• C O L L E G E •

Annual Update Report

Academic - History (HIST) - (AHSS)

Reduce/eliminate equity gaps and increase the overall success rate to 80% (Goal 1)

Program Goal: Reduce/eliminate equity gaps and increase the overall success rate to 80%

Goal Status: Active

Summary of Progress or Results

Summary Date: 09/23/2024

Summary of Progress or Results: TBD

Reporting Period: 2024 - 2025

Status: In Progress - will carry forward into next year

Action steps for this academic year.:

1. Equity-minded professional development training for existing faculty: More history have participated in the Equity-Minded Teaching and Learning Institute. Both full-time faculty recently participated in the Strong Workforce Institute. Some faculty participated in the Equitable Grading Strategies community of practice and enrolled in the @ONE Equitable Grading Strategies course. Two faculty will be completing the new EPPA program in spring 2024.
2. Incorporate more equity-minded professional development opportunities in/during department meetings, including course and instructor-level data analysis, with the assistance of the IESE Office. We have incorporated PD in our department meetings and will continue to do so.
3. Hire new equity-minded faculty: Some new part-time faculty who are equity-minded have begun teaching in the department. My goal is to continue this trend if possible in the next year. We have not had the opportunity to hire any additional faculty over the last year.
4. Make courses more relevant for students by modifying existing courses and adding new courses. The History of Race and Ethnicity course is currently being managed by the Ethnic Studies department. The Black, Chicano/a/x, and Native American history sequences include the CSU Area F Ethnic Studies competencies but were denied Area F approval initially. These courses will remain with the history program so we will not be reapplying for Area F approval. We are in the process of updating our CORs, incorporating more culturally relevant information. We do not have the faculty resources yet to create culturally relevant modules for our foundational 108/109 sequences and hope to be able to work on that during the next year.
5. Create more practical and useful assessments like projects, as opposed to tests. One of these assessments, the Oral History Project, is currently being developed by history faculty. Create skill-based assessments that are useful to students and that provide transferrable skills. We created a job exploration and internship course and want to partner with the career center to create some assessments that would be useful in this course.

Diversify faculty and increase the number of equity-minded practitioners. (Goal 2)

Program Goal: Diversify faculty and increase the number of equity-minded practitioners

Goal Status: Active

Summary of Progress or Results
<p>Summary Date: 09/23/2024</p> <p>Summary of Progress or Results: TBD</p> <p>Reporting Period: 2024 - 2025</p> <p>Status: In Progress - will carry forward into next year</p> <p>Action steps for this academic year.:</p> <ol style="list-style-type: none">1. Encourage more department faculty to complete the Equity-Minded Teaching and Learning Institute and other equity-minded professional development opportunities, like EPPA. Incorporate more equity-minded professional development opportunities in/during department meetings, including course and instructor-level data analysis, with the assistance of the IESE Office. <p>Continue to hire new equity-minded and diverse faculty to teach new and existing courses, particularly those centering the histories and experiences of historically marginalized groups.</p>

Create Women Studies and Queer Studies courses as well as a certificate or degree. (Goal 3)

Program Goal: Create Women Studies and Queer Studies courses as well as a certificate or degree

Goal Status: Active

Summary of Progress or Results
<p>Summary Date: 09/23/2024</p> <p>Summary of Progress or Results: TBD</p> <p>Reporting Period: 2024 - 2025</p> <p>Status: Not Started</p> <p>Action steps for this academic year.:</p> <ol style="list-style-type: none">1. Develop new gender studies courses2. Identify existing courses in other disciplines that can be used in the creation of a certificate and/or degree3. Department faculty request

Develop a searchable local history database (Goal 1)

Program Goal: Develop a searchable local history database

Goal Status: Active

Summary of Progress or Results

Summary Date: 09/23/2024

Summary of Progress or Results: TBD

Reporting Period: 2024 - 2025

Status: Not Started

Action steps for this academic year.:

1. Implement oral history assessment with interested instructors within the department, with related discipline faculty at Cuyamaca, and with our history colleagues at Grossmont College.
2. Develop a searchable local history database to store student interviews and research.
3. Department faculty request
4. Technology request

Program Overview and Update

Lead Author

Moriah Gonzalez-Meeks

Collaborator(s)

Peter Utgaard

Dean/Manager(s)

Lauren Halsted

Initial Collaboration Date with Dean

10/17/2024

Please summarize the changes, additions, and achievements that have occurred in your program since the last program review.**Curriculum**

The department created three new history courses, HIST 157: History Through Comics, HIST 193: Academic and Career Opportunities in History & Humanities, and HIST 194: Internships in History and three new gender studies courses, GEND 116: Introduction to Women's Studies, GEND 117: Introduction to LGBTQ+ Studies, and GEND/PSY 119: Psychology of Gender. We are excited to be offering the first of these courses, HIST 157 and GEND 116, in Spring 2025. The Comics class is an exciting addition that is very relevant as San Diego hosts Comic-Con every year, we are home to the Comic-Con museum, and SDSU has a Center for Comic Studies and currently offers a Certificate in Comic Studies. The career opportunities and internship classes are important for our students so they can learn about careers related to their majors and can make informed choices in terms of their academic and future career trajectories; this aligns with the College's ACP work. The Gender Studies courses on Women's Studies and LGBTQ+ Studies are crucial given the current political climate and laws that are being passed discriminating against the LGBTQ+ community, the overturning of Roe v. Wade, and the restrictions being placed on access to birth control. One of the full-time history faculty also has a M.A. degree in Women and Gender Studies and will be working on developing these courses.

Zero Textbook Cost Efforts

The History department was awarded state monies to continue the work of providing high-quality, free books and teaching materials for students. We received one-third of the ZTC implementation grant funding and \$30,000 of ZTC acceleration grant funding, as part of the ZTC History Collaboration Cohort; we are collaborating with our Grossmont College history colleagues to develop ZTC materials. We recently applied for an additional \$170,000 in ZTC funds from the state and are awaiting an answer. In addition to being awarded grant monies, one of our full-time faculty has used their TA funds to purchase over \$6,000 in books that are placed on reserve in the library for students to use free of cost.

Projects

Prior to the pandemic, the department began developing an Oral History Project assessment that we want to utilize in history and make available to a variety of relevant disciplines. The goal of the Oral History project is to have students document and create local history by conducting interviews with their family members and conducting research related to their family member or their family member's experiences. We want to create an archive to store these histories and create research opportunities for students and professionals interested in the history of San Diego or in social and/or cultural history. In the future, we would like to explore developing partnerships with the Center for Public & Oral History at SDSU to create pathways for students who want to transfer to SDSU. One of the full-time history faculty have applied for a sabbatical to work on this project.

Professional Development

One of our full-time faculty members has completed the Equity Minded Teaching and Learning Institute (EMTLI), in addition to most of the part-time history faculty; EMTLI is a year-long professional development training, the goal of which is to eliminate equity gaps and increase the number of equity-minded instructors. Both full-time history faculty have completed the Strong Workforce Institute. One part-time history faculty member participated in the new Equity Pedagogy & Practice Academy (EPPA) in spring 2024 and one full-time faculty member plans to participate in EPPA in spring 2025. The department will apply again to participate in the Peer Online Course Review

Annual Update

(POCR) training, in order to improve our outcomes and close equity gaps in our online courses. As we look forward, we are excited to see how the changes we are currently making will be reflected in our retention and success rates. History faculty continue to facilitate and participate in Teaching Dialogues, an equity-minded community of practice.

College Service

The department faculty also serve on a variety of committees and councils, including Academic Senate, Curriculum, College Council, Resource & Operations Council, the Teaching & Learning Committee, the Faculty Hiring Priority Committee, Human Resources Council, various search and interview committees, and more. One of the full-time faculty also serves as the Teaching & Learning Co-Coordinator and co-facilitates EMTLI.

ACP Work

The history program's degree maps have been completed and reviewed by counseling and the web pages have all been updated. We are working on outreach and recruiting students to our ACP and will be holding an open house event in spring 2024. As we are able to offer more in-person classes, the history department will resume collaboration with other disciplines and departments to create learning communities, as well as community-building, career exploration, and interdisciplinary events for students.

Assessment and Student Achievement

Student Achievement

Distance Education Course Success (If Applicable)

Program Goals

Submission
