



HISTORY

Program Review 2008-2009

Fall 2009

Prepared by

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HISTORY Program Review Committee Members

Name	Title	Name	Title
Senya Lubisich	Faculty	Bruce Solheim	Faculty
Brian Waddington	Faculty	Fola Soremekun	Faculty
Michael Hurtado	Dean	Carolyn Perry	Curriculum Representative
Denise Kaisler	Curriculum Representative	Irene Malmgren	Vice President, Instruction
Michelle Plug	Articulation Officer		

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1. Faculty

Full-Time Faculty

Senya Lubisich

Brian Waddington

Bruce Solheim

Fola Soremekun

Adjunct Faculty

Jean Culp

Dennis Korn

David Lewis

Stephen Nelson

Michael Telesca

Ron Woolsey

Bill Zeman

2. List of Certificates/Awards Offered

This program does not offer any approved certificates or skill awards.

3. List of Degrees

Coursework applies to graduation requirements for the AA degree in categories A and C, and to transfer requirements in categories A and C (CSU) and Area III, Group B (IGETC).

4. List of Industry-Based Standard Certificates

This program does not offer any industry based standard certificates.

5. Advisory Committee

There is not an advisory committee for this program.

6. Sequence of Courses

Subject & Course No.	Title	Units
103	World Civilizations to 1500	3
103H	World Civilizations to 1500 Honors	3
104	World Civilizations since 1500	3
105	World Civilizations – The Modern Period	3
106	20th Century Western Civilization	3
107	Social/ Political History of the United States	3
107H	Social/ Political History of the United States	3
108	Social/ Political History of the United States	3
108H	Social/ Political History of the United States	3
109	The World in Conflict	3
110	A Survey History of Africa	3
111	History of the African Americans	3
112	History of the African Americans	3
117	History of East Asian Civilizations	3
120	British Life and Culture	3
123	French Life and Culture	3
125	Mexican Life and Culture	3
127	Spanish Life and Culture	3
130	History of Latin America	3
131	History of Latin America to 1825	3
132	History of Latin America since 1825	3
139	History of California	3
140	History of the American West	3
145	History of Mexico	3
155	History of the Vietnam War	3
222	History of World War 2	3

Classes not offered in the last two years:

Subject & Course No.	Title	Units
106	20 th Century Western Civilization	3
109	The World in Conflict	3
117	History of East Asian Civilizations	3
123	French Life and Culture	3
125	Mexican Life and Culture	3
130	History of Latin America	3
131	History of Latin America to 1825 *NEW COURSE*	3
145	History of Mexico	3

8. Program Description / Mission

History is a critical examination of the record of human development, with attention to the changing social, political, economic and cultural structures. The program courses fulfill the requirement of the social science component of the A.A. degree. In addition, most of the courses transfer to CSU and UC systems as well as other major colleges and universities. The program has updated its course offerings by including honors courses, distance education courses, specialized courses on 20th century wars, and courses in regional histories.

9. Program Goals and Objectives

The goals of the HISTORY Program are:

- a) To provide transfer credit to four-year colleges and universities;
- b) To provide courses that help students complete the Associate in Arts or the Associate of Science degree;
- c) To enhance the logical and critical thinking skills of students;
- d) To provide a critical understanding of history and the historical process;
- e) To provide for a pluralistic perspective for students of varying ages and backgrounds;
- f) To provide the resources and skills necessary for students to understand their relationship to the past.
- g) To provide courses that support and enhance courses offered in other curricular areas;
- h) To provide courses that are accessible to students who are employed, have child care responsibilities, or who are disabled.
- i) To employ innovative teaching methods and technology in courses offered through distance education.

10. Program Student Learning Outcomes

General education competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies.

Any student transferring, completing a degree or certificate from Citrus College, must demonstrate effectively assessed awareness, understanding, knowledge, skills, and abilities in the selected competencies.

Students completing courses in the HISTORY program will have acquired the following competencies:

1) Communication (personal expression and information acquisition)

- a) Demonstrate an ability to write clearly and accurately about the historical process using an appropriate vocabulary.

Program level student learning outcomes in the core competencies

Communication

1. Demonstrate an ability to articulate, verbally and in written form, an analysis of the chronology, concepts, and interactions within history and the historical process.

Creative, Critical, and Analytical Thinking, Information Competency

2. Demonstrate critical and analytical thinking about historical themes to compare and contrast time periods or groups of people and their experiences.
3. Demonstrate an ability to evaluate primary and secondary sources to contextualize the course material.

Community/Global Consciousness and Responsibility

4. Demonstrate a comprehension and appreciation of the connections, contributions, and experiences of various regions, ethnicities, races and genders in the creation of the modern world to develop a pluralistic perspective.

Discipline/Subject Area Specific Content Material

5. Demonstrate quantitative knowledge of important historical patterns, processes, developments, figures and events to comprehend the chronology of historical events and patterns and their impact on developing societies.
6. Demonstrate an understanding of the historical process and how the student as an individual relates to developments that have created modern societies.

11. Course Student Learning Outcomes & Assessment Timeline

The HISTORY Program is building student learning outcomes (SLOs) for all 25 courses offered at Citrus College according to an on-going review and progress schedule. All new classes offered will have SLOs developed when the class is first offered. The department will work with the SLO and Curriculum committees to ensure course outlines are being created according to the standards established by the committees.

Subject & Course	Title	Completion date
103	World History to 1500	Completed
103H	World History to 1500	Completed
104	World Civilizations since 1500	Completed
105	World Civilizations – The Modern Period	Submitted
106	20th Century Western Civilization	June 1, 2009
107	Social/ Political History of the United States	Completed
107H	Social/ Political History of the United States	Completed
108	Social/ Political History of the United States	Completed
108H	Social/ Political History of the United States	June 1, 2009
109	The World in Conflict	June 1, 2009

110	A Survey History of Africa	Submitted
111	History of the African Americans	June 1, 2009
112	History of the African Americans	June 1, 2009
117	History of East Asian Civilizations	Submitted
120	British Life and Culture	June 1, 2009
123	French Life and Culture	Submitted
125	Mexican Life and Culture	Submitted
127	Spanish Life and Culture	Completed
130	History of Latin America	Submitted
131	History of Latin America to 1825	Completed
132	History of Latin America since 1825	Completed
139	History of California	Completed
140	History of the American West	June 1, 2009
145	History of Mexico	Submitted
155	History of the Vietnam War	Completed
222	History of World War 2	Completed

12. Evaluation Criteria – Mission

Commendations

- a) The history related course offerings fulfill the objectives of and generates outcomes in line with the mission of Citrus College.
- b) The history department is sensitive to the various needs of the diverse student population and offers distance education and night classes and develops topical courses. Three history courses are offered in the honors program.
- c) The history faculty is highly qualified to instruct classes with each faculty member holding an advanced degree.
- d) The history faculty actively engages in outreach to the surrounding communities, recruiting minorities and specific groups to the college (i.e., honors, veterans, African-American students).
- e) This program conforms with the district mission to offer general lower division course work leading to an Associate Degree of Arts or Sciences (AA & AS). In addition, this program will prepare students for transfer to four-year colleges and universities. Most courses fulfill IGETC requirements as well as CSU and UC transferability requirements. The program gives students an opportunity to focus on the historical development of peoples and societies around the world, and their changing experience over time. The program promotes a safe, friendly, and accessible environment for students.

Previous Recommendations Completed

- a) Faculty has evaluated the enrollment patterns in history courses and determined that adequate numbers of students are being served. Fluctuations in enrollment appear to be tied to economic trends at large.

- b) History faculty has expanded offerings of distance education courses to meet the needs of non-traditional students (23% of all course offerings, Dr. Lan Hao, Office of Institutional Research)

Recommendations

- a) The history faculty should continue to keep courses updated. (All SLOs updated by June 2009, Assessment cycles for regularly offered courses in place by June 2010) as per our discussion during the program review process (March 11, 2009).
- b) The history faculty should strive to offer courses in regional history to better reflect the diverse student body that we serve. Future hiring of faculty should strive to fill areas of specialization in Latin America, Pacific Rim, and Women's history. These recommendations were articulated by faculty and in the larger group review of the document (February 17, 2009 and April 20, 2009).
- c) The history instructors should continue to network with professional colleagues both locally and statewide.
- d) The department should work with the articulation officer to continually monitor the course schedule and catalog descriptions. The department should monitor four-year university course schedules and catalogs for their history offerings to make sure our program meets the standards and keeps current with what is required for the major and transfer. The department should ensure that sequential courses are offered regularly enough that students can complete the sequence within a two-year span of time.
- e) Faculty should continue its outreach with the goal of expanding opportunities for students within the program and college.

13. Evaluation Criteria – Need

Commendations

- a) The history program averaged nine courses, with an average 37 sections, per semester between Fall 2002 through Fall 2007. (Office of Institutional Research, Dr. Lan Hao)
- b) Program has experienced a steady enrollment despite increasing student enrollment in evening and distance education sections. (Office of Institutional Research, Dr. Lan Hao)
- c) History courses currently have a 93% retention rate. (Office of Institutional Research, Dr. Lan Hao)
- d) History courses attract a diverse student population. (Student demographics for history courses do not significantly deviate from the college population demographics.)
- e) HIST 103, HIST 104, HIST 107, HIST 108, HIST 127, HIST 139, HIST 155, and HIST 222 are offered through distance education in both the traditional and 8-week late start sections.
- f) Distance education, late afternoon and evening courses are offered to make courses accessible to students who work during the day.

- g) A full-time student who plans to major in history at a four-year institution is able to complete lower division course work in two years.
- h) History Program need has been established by enrollment and currently has high enrollment. (Cap set at 45 with an average fill rate above 75% at census.)
- i)

Previous Recommendations Completed

- a) Faculty continues to assess its ability to meet the needs of our students.
- b) Faculty members continue to evaluate the effectiveness of the institutional program.

Recommendations

- a) Coordinate course offerings under the new academic calendar to ensure that students' needs are met, and to maximize enrollment within class-size limits in order to maintain instructional quality. This recommendation was made after review the performance indicators (January 29, 2009)
- b) Continue to develop course offerings that meet the needs of our diverse student population, which could include cross referencing existing courses with the development of a diversity/ethnic studies program.
- c) Continue to review offerings in late afternoon and evening to ensure that students' needs are met particularly keeping in mind transfer from Citrus.
- d) Continue to maintain a reserve of qualified part-time instructors and monitor compliance with state-mandated ratio of full-time to part-time instructors.
- e) Continue to identify students who are qualified to tutor in history and encourage them to apply.

14. Evaluation Criteria – Quality

Commendations

- a) History faculty members are involved in professional development in effort to stay current with the changes within the field of history.
- b) History faculty remains active in their respective fields publishing books and maintaining a public role.
- c) The history program has specialized/topical courses that permit for student enrichment and major preparation in the field when offerings permit.
- d) Faculty members are involved in learning ongoing distance education techniques and other technologies to remain current with the needs of students.
- e) All full-time and part-time faculty members in the history department meet Citrus Community College District qualifications.
- f) Faculty members hold office hours to accommodate individual student needs

Previous Recommendations Completed

- a) Faculty members are involved in professional organizations, such as the California World History Association, which keeps them updated on changes within the field of history.

- b) Faculty members are involved in learning ongoing distance education techniques and other technologies to remain current with the needs of students.
- c) Faculty members give writing assignments, which promote critical thinking skills as required by state curriculum.

Recommendations

- a) The History faculty should continue to attend statewide conferences and meetings to further the quality of instruction in the program.
- b) Topical courses should be updated and cross-referenced to provide an ethnic/diversity studies subset to the program.
- c) The history faculty should collaborate to develop ideas to increase student success.
- d) The history faculty should strive to increase student engagement in order to boost student success
- e) The maximum number of students should be limited to 45 in each class section to ensure an even distribution of students through all sections and adequate attention can be allocated to individual students.

15. Evaluation Criteria – Feasibility

Commendations

- a) The library offers access to the major historical journals
- b) The history faculty are continually working to update and enhance course content and offerings
- c) The history faculty members are trained in new software programs and other technological innovations.
- d) The history program is referring students to counseling services and other student services
- e) The history faculty communicate with students via email, telephone and blackboard

Previous Recommendations Completed

- a) The history faculty has worked with the distance education office and Faculty Learning Institute to stay current with the newest technology.
- b) The History faculty has worked cooperatively with library staff to acquire new films and library materials.

Recommendations

- a) Faculty and staff members need to continually review the computer hardware and software components to ensure they are up to date and useful.
- b) The faculty and library staff needs to investigate the current history film offerings. Old films should be replaced with current topical films and address today's sociological issues. Faculty and library staff in addition should investigate films, AV materials, and other sources to support the new history course offerings.

- c) The library should continue to offer more online full text social science databases to ensure all students including distance education have access to library materials.
- d) Continue to utilize technology appropriate to the History Program (videos, DVDs, websites, and other multimedia).

16. Evaluation Criteria – Compliance

Commendations

- a) All History courses comply with state and federal regulations.
- b) All History courses comply with district policies and mission statement.
- c) All History courses articulate with California State Universities and University of California systems.
- d) All History courses currently follow the Program Review Mission.
- e) History department is prepared for accreditation review process

Previous Recommendations Completed

- a) There were no previous recommendations.

Recommendations

- a) Incorporate Student Learning Outcomes into course outlines for History by June 30, 2009 as per discussions on March 11, 2009.
- b) Continue evaluation of existing programs.

17. Appendix A: Program Performance Indicators

Key Performance Indicator	FA 02	FA 03	FA 04	FA 05	FA 06	FA 07
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access						
Majors (total)						
New Majors						
Courses Offered (total # of courses)	12	7	8	10	9	10
Classes Offered (total # of sections)	40	30	36	40	40	41
Morning (Prior to 11:59AM)	17	12	16	19	16	13
Afternoon (12:00 to 4:29PM)	5	3	4	7	8	9
Evening (4:30PM or Later)	10	9	11	8	7	9
Arranged Hour	7	6	5	6	9	10
Weekend	1					
Short term	31	17	2	5	5	2
Distance Education (full term)	2	3	4	4	6	10
Distance Education (short term)	3	1		1		
Enrollment	1,464	1,367	1,409	1,351	1,281	1,149
Weekly Student Contact Hours (WSCH)	4,300.3	3,996.7	4,423.1	4,153.7	4,207.5	3,634.2
Full-Time Equivalent Students (FTES)	141.6	137.7	148.9	139.3	133.2	109.1
Program Resources						
Full-Time Equivalent Faculty (FTEF)	7.78	5.83	7	7.78	7.78	7.42
Credit Reimbursement Rate	\$2,850.73	\$2,790.53	\$2,922.30	\$3,259.71	\$3,476.34	\$4,367.00
Program Operation						
WSCH/FTEF	552.7	685.5	631.9	533.9	540.8	489.8
FTES/FTEF	18.2	23.6	21.3	17.9	17.1	14.7
Fill rate at Census	83.8	94.9	86.1	81.7	72.1	78.5
Program Success						
Success Rate	67%	66%	69%	67%	67%	63%
Retention Rate	90%	89%	93%	92%	90%	93%

Key Performance Indicator	FA 02		FA 03		FA 04		FA 05		FA 06		FA 07	
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Student Demographic Data												
	#	%	#	%	#	%	#	%	#	%	#	%
Gender												
Female	820	58%	741	56%	782	55%	730	54%	638	51%	805	53%
Male	596	42%	592	44%	632	45%	615	46%	619	49%	707	47%
Missing											4	0%
Total	1416	100%	1333	100%	1414	100%	1345	100%	1257	100%	1516	100%
Age												
19 or younger	500	35%	445	33%	593	42%	584	43%	523	42%	597	39%
20-24	615	43%	595	45%	567	40%	555	41%	515	41%	650	43%
25-29	121	9%	123	9%	123	9%	102	8%	106	8%	119	8%
30-34	56	4%	57	4%	45	3%	31	2%	44	4%	58	4%
35-39	48	3%	49	4%	41	3%	24	2%	27	2%	38	3%
40-49	49	3%	48	4%	37	3%	38	3%	26	2%	39	3%
50 and above	27	2%	16	1%	8	1%	10	1%	16	1%	15	1%
Missing							1	0%				
Total	1416	100%	1333	100%	1414	100%	1345	100%	1257	100%	1516	100%
Ethnicity												
Asian	146	10%	153	11%	149	11%	149	11%	148	12%	138	9%
African American	87	6%	62	5%	67	5%	77	6%	56	4%	73	5%
Hispanic	498	35%	517	39%	559	40%	508	38%	453	36%	606	40%
Native American/Alaskan Native	10	1%	11	1%	12	1%	9	1%	10	1%	14	1%
Other	16	1%	24	2%	25	2%	30	2%	24	2%	35	2%
Caucasian	576	41%	494	37%	542	38%	514	38%	505	40%	540	36%
Decline to State	72	5%	64	5%	53	4%	55	4%	57	5%	55	4%
Missing	11	1%	8	1%	7	0%	3	0%	4	0%	55	4%
Total	1416	100%	1333	100%	1414	100%	1345	100%	1257	100%	1516	100%
Educational Goal												
Degree/Cert/Transfer	1313	93%	1250	94%	1310	93%	1265	94%	1176	94%	412	27%
Career/Ed Development	21	1%	15	1%	16	1%	13	1%	11	1%	31	2%
Improve Basic Skills											3	0%
Undecided											39	3%
Unknown	82	6%	68	5%	88	6%	67	5%	70	6%	1031	68%
Total	1416	100%	1333	100%	1414	100%	1345	100%	1257	100%	1516	100%

Key Performance Indicator	SP 03	SP 04	SP 05	SP 06	SP 07	SP 08
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access						
Majors (total)						
New Majors						
Courses Offered (total # of courses)	14	9	11	11	9	9
Classes Offered (total # of sections)	43	34	43	44	43	42
Morning (Prior to 11:59AM)	17	15	17	18	16	13
Afternoon (12:00 to 4:29PM)	10	6	10	11	11	8
Evening (4:30PM or Later)	10	9	9	8	7	10
Arranged Hour	6	4	7	7	9	11
Weekend						
Short term	13	6	7	5	6	7
Distance Education (full term)	4	4	4	5	5	8
Distance Education (short term)	2		1		2	3
Enrollment	1,679	1,429	1,576	1,339	1,431	1,010
Weekly Student Contact Hours (WSCH)	4,924.7	4,142.0	4,999.9	4,165.8	4,556.3	3,685.1
Full-Time Equivalent Students (FTES)	173.6	148.7	175.0	140.4	144.9	110.9
Program Resources						
Full-Time Equivalent Faculty (FTEF)	8.36	6.61	8.36	8.56	8.36	8.13
Credit Reimbursement Rate	\$2,850.73	\$2,790.53	\$2,922.30	\$3,259.71	\$3,476.34	\$4,367.00
Program Operation						
WSCH/FTEF	589.1	626.6	598.1	486.7	545.0	453.3
FTES/FTEF	20.8	22.5	20.9	16.4	17.3	13.6
Fill rate at Census	98.4	91.8	85.2	70.5	73.9	68.7
Program Success						
Success Rate	66%	66%	68%	64%	59%	58%
Retention Rate	88%	88%	90%	89%	88%	91%

Key Performance Indicator	SU 02	SU 03	SU 04	SU 05	SU 06	SU 07
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access						
Majors (total)						
New Majors						
Courses Offered (total # of courses)	4	3	5	5	5	7
Classes Offered (total # of sections)	8	4	9	11	12	12
Morning (Prior to 11:59AM)	2		2	3	3	3
Afternoon (12:00 to 4:29PM)			1	1	1	1
Evening (4:30PM or Later)	2	1	1	2	2	2
Arranged Hour	4	3	5	5	6	6
Weekend						
Short term	3	1	1	2	1	3
Distance Education (full term)	2	2	4	3	5	5
Distance Education (short term)	2	1		1	1	1
Enrollment	455	262	429	352	449	205
Weekly Student Contact Hours (WSCH)	3,115.4	1,781.4	3,280.1	3,262.4	3,825.3	2,230.3
Full-Time Equivalent Students (FTES)	45.8	25.9	42.9	36.9	45.2	21.2
Program Resources						
Full-Time Equivalent Faculty (FTEF)	1.56	0.78	1.75	2.14	2.33	2.38
Credit Reimbursement Rate	\$2,850.73	\$2,790.53	\$2,922.30	\$3,259.71	\$3,476.34	\$4,367.00
Program Operation						
WSCH/FTEF	1,997.0	2,283.9	1,874.4	1,524.5	1,641.8	937.1
FTES/FTEF	29.3	33.1	24.5	17.3	19.4	8.9
Fill rate at Census	87.6	74.3	81.8	77.5	83.9	70.4
Program Success						
Success Rate	52%	57%	67%	81%	76%	69%
Retention Rate	77%	89%	91%	96%	92%	89%

Key Performance Indicator	Su 03		Su 04		Su 05		Su 06		Su 07		Su 08	
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
<i>Student Demographic Data</i>												
	#	%	#	%	#	%	#	%	#	%	#	%
Gender												
Female	286	64%	169	65%	295	68%	230	64%	288	65%	242	55%
Male	164	36%	91	35%	141	32%	129	36%	153	35%	194	44%
Missing											1	0%
Total	450	100%	260	100%	436	100%	359	100%	441	100%	437	100%
Age												
19 or younger	103	23%	64	25%	118	27%	113	31%	133	30%	136	31%
20-24	212	47%	110	42%	198	45%	163	45%	188	43%	195	45%
25-29	53	12%	34	13%	58	13%	36	10%	59	13%	51	12%
30-34	29	6%	17	7%	27	6%	11	3%	24	5%	14	3%
35-39	21	5%	5	2%	13	3%	12	3%	11	2%	17	4%
40-49	26	6%	25	10%	15	3%	14	4%	20	5%	19	4%
50 and above	6	1%	5	2%	7	2%	10	3%	6	1%	5	1%
Total	450	100%	260	100%	436	100%	359	100%	441	100%	437	100%
Ethnicity												
Asian	83	18%	52	20%	67	15%	46	13%	85	19%	56	13%
African American	24	5%	13	5%	32	7%	19	5%	21	5%	21	5%
Hispanic	155	34%	89	34%	164	38%	160	45%	157	36%	158	36%
Native American/Alaskan Native	1	0%	2	1%	4	1%	1	0%	4	1%	5	1%
Other	13	3%	4	2%	9	2%	11	3%	7	2%	12	3%
Caucasian	151	34%	83	32%	137	31%	103	29%	145	33%	159	36%
Decline to State	20	4%	17	7%	20	5%	17	5%	21	5%	18	4%
Missing	3	1%			3	1%	2	1%	1	0%	8	2%
Total	450	100%	260	100%	436	100%	359	100%	441	100%	437	100%
Educational Goal												
Degree/Cert/Transfer	392	87%	235	90%	402	92%	322	90%	384	87%	54	12%
Career/Ed Development	9	2%	10	4%	8	2%	6	2%	10	2%	12	3%
Improve Basic Skills											1	0%
Undecided											12	3%
Unknown	49	11%	15	6%	26	6%	31	9%	47	11%	358	82%
Total	450	100%	260	100%	436	100%	359	100%	441	100%	437	100%

Key Performance Indicator						WN 08
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access						
Majors (total)						
New Majors						
Courses Offered (total # of courses)						7
Classes Offered (total # of sections)						15
Morning (Prior to 11:59AM)						2
Afternoon (12:00 to 4:29PM)						
Evening (4:30PM or Later)						1
Arranged Hour						4
Weekend						
Short term						2
Distance Education (full term)						9
Distance Education (short term)						
Enrollment						244
Weekly Student Contact Hours (WSCH)						2,783.6
Full-Time Equivalent Students (FTES)						26.5
Program Resources						
Full-Time Equivalent Faculty (FTEF)						3.06
Credit Reimbursement Rate						\$4,367.00
Program Operation						
WSCH/FTEF						909.7
FTES/FTEF						8.7
Fill rate at Census						66.9
Program Success						
Success Rate						73%
Retention Rate						95%

Key Performance Indicator	Year 1		Year 2		Year 3		Year 4		Year 5		WN 08 Year 6	
	#	%	#	%	#	%	#	%	#	%	#	%
Student Demographic Data												
	#	%	#	%	#	%	#	%	#	%	#	%
Gender												
Female											264	56%
Male											199	42%
Missing											6	1%
Total											469	100%
Age												
19 or younger											175	37%
20-24											200	43%
25-29											50	11%
30-34											15	3%
35-39											13	3%
40-49											15	3%
50 and above											1	0%
Total											469	100%
Ethnicity												
Asian											53	11%
African American											19	4%
Hispanic											190	41%
Native American/Alaskan Native											5	1%
Other											5	1%
Caucasian											155	33%
Decline to State											8	2%
Missing											34	7%
Total											469	100%
Educational Goal												
Degree/Cert/Transfer											167	36%
Career/Ed Development											16	3%
Undecided											20	4%
Unknown											266	57%
Total											469	100%

Key Performance Indicator	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Resources						
Revenue: FTES* Reimbursement Rate	1,028,743	871,399	1,072,133	1,031,926	1,124,040	1,169,526
Total District Adopted Program Budget	n/a	274,424	403,624	464,356	497,751	557,991
Support Personnel (wage without benefit, 2200 and 2400 in budget)	n/a	n/a	n/a	n/a	n/a	n/a
Supplies (4300 in budget)	n/a	8	224	451	3,991	410
Cost (district funds only)	n/a	307,434	434,506	477,654	513,257	540,643
Total FTES for the year	361	312	367	317	323	268
Cost per FTES (district funds only)	n/a	985	1,184	1,509	1,587	2,019
Program Success						
Degrees Awarded						
Certificates Awarded						
Skill Awards						
Licenses						
Career Technical Education Programs						
VTEA Grant						
Industry Contributions to Program Resources						
Available Jobs						
Attach one copy of the three most recent College Core Indicator Information forms for each of the appropriate TOP codes						
Please include "Student Satisfaction" and "Employer Satisfaction" in the program review write-up.						

18. Appendix B: Library Report

CITRUS COLLEGE LIBRARY FALL 2008 PROGRAM REVIEW: HISTORY

LIBRARY ACTIVITY:

Library Research Orientations 3

Circulation of materials in History: > 7% of total library circulation

LIBRARY RESOURCES:

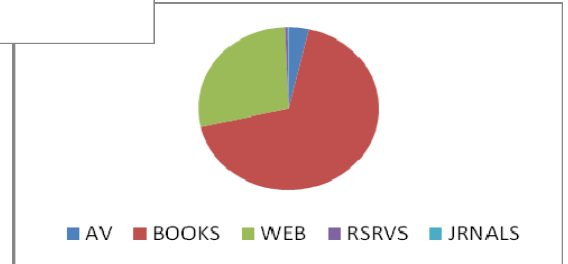
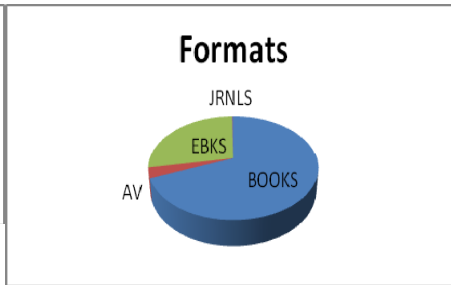
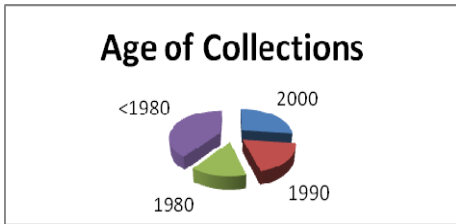
Dewey Call No. Range: 900, 920-990 (51% North American, 20% European, 12% Asian, 5% World History)

Collection size:

BOOKS	4450
EBOOKS	1788
JOURNALS	16 PRINT (see eJournals below)
AV	209

EJOURNALS:

- [Archaeology \(29\)](#)
- [Biography - General \(8\)](#)
- [History - General \(168\)](#)
- [Regions & Countries - Africa \(36\)](#)
- Regions & Countries - Americas
 - [Americas - General \(23\)](#)
 - [Canada \(18\)](#)
 - [Latin America \(67\)](#)
 - [Mexico \(12\)](#)
 - [United States - General \(53\)](#)
 - [United States Local History \(56\)](#)
- Regions & Countries - Asia & the Middle East
 - [East Asia \(50\)](#)
 - [Middle East \(76\)](#)
 - [South Asia \(8\)](#)
 - [Southeast Asia \(5\)](#)
- [Regions & Countries - Australia & Pacific Islands - Oceania \(21\)](#)
- Regions & Countries - Europe
 - [Austria \(3\)](#)
 - [Balkan Peninsula \(11\)](#)
 - [Central Europe \(6\)](#)
 - [Eastern Europe \(3\)](#)
 - [Europe - General \(6\)](#)
 - [France \(12\)](#)
 - [Germany \(7\)](#)
 - [Great Britain \(18\)](#)
 - [Greece \(2\)](#)
 - [Ireland \(4\)](#)
 - [Italy \(5\)](#)
 - [Mediterranean Region & Greco-Roman World \(6\)](#)
 - [Northern Europe & Scandinavia \(3\)](#)
 - [Russia & Former Soviet Republics \(16\)](#)
 - [Spain & Portugal \(11\)](#)
- Related Historical Sciences
 - [Archives, Ancient Documents & Seals \(8\)](#)
 - [Genealogy \(2\)](#)



ONLINE DATABASES AVAILABLE AT CITRUS LIBRARY:

Electronic books: netLibrary access to more than 18,000 electronic books is available
Journal Articles and reference databases:

ALL ONLINE DATABASES	
<p>Academic Search Premier (1975-)</p> <p>Alldata Online</p> <p>Alt HealthWatch(1990-)</p> <p>Annals of American History Online</p> <p>Auto Repair Reference Center</p> <p>Biography Resource Center</p> <p>Biology Journals</p> <p>Book Index with Reviews</p> <p>Books in Print with Reviews</p> <p>Business Source Premier(1965-; some 1922-)</p> <p>Communication & Mass Media</p> <p>CountryWatch</p> <p>CQ Researcher 1991-</p> <p>EBSCO Animals</p> <p>Encyclopaedia Britannica Online</p> <p>ERIC(1983-)</p> <p>Funk & Wagnalls New World Encyclopedia</p> <p>Gale Virtual Reference Library / History</p> <p>Green File</p> <p>Grove Art Online</p> <p>Health Source</p> <p>Health Source: Nursing</p>	<p>Historical Los Angeles Times 1881-1966</p> <p>History Reference Center</p> <p>Issues & Controversies: American History</p> <p>Learning Express Test Prep</p> <p>LEXIS-NEXIS Academic</p> <p>Literature Resource Center</p> <p>Literary Reference Center</p> <p>MagillOnLiterature Plus</p> <p>Magill on History</p> <p>Magill's Medical Guide</p> <p>MasterFILE Premier(1975-)</p> <p>MEDLINE</p> <p>Military & Government(current)</p> <p>MLA International Bibliography</p> <p>Newspaper Source (1997-)</p> <p>Oxford English Dictionary</p> <p>Primary Search</p> <p>Professional Development(1965-)</p> <p>Psychology & Behavioral Science(1965-)</p> <p>Regional Business News(1995-)</p> <p>Religion & Philosophy (1975-)</p> <p>SIRS Researcher Full text articles (1989-)</p> <p>Tuition Funding Sources</p> <p>Twayne's Author Series</p> <p>Vocational & Career(1985-)</p> <p>Webster's 3rd New International Dictionary, Unabr.</p>