



History PROGRAM REVIEW REPORT 2014 - 2015

Faculty and Staff (List all)

Full Time	Adjunct	Support Staff
Lubisich, Senya	Amaya, Hector	
Solheim, Bruce	Archer, Seth	
Waddington, Brian	Carvajal, Everardo	
Korn, Dennis	Culp, Jean	
	Harris, Caroline	
	Lewis, David	
	McGarry, Michael	
	Miller, Robert	
	Nelson, Stephen	
	Woolsey, Ronald	
	Zarate, Eloy	
	Zeman William	



History

I. Executive Summary

Program Description:

History is a critical examination of the record of human development, with attention to changing social, political, economic, and cultural structures. The study of history is the endeavor to understand the present by becoming knowledgeable about the past. As the context of all human activity, students of history strive to understand society and their place in it. History courses satisfy general education requirements for the associate degree, a liberal arts degree in social and behavioral science with an emphasis in history, and lower division transfer. The Honors Program includes three history courses: HIST 103H History of World Civilization up to 1500 – Honors, HIST 107H History of the United States before 1877 – Honors, and HIST 108H History of the United States since 1877 - Honors. HIST 111 History of the African Americans is a component of the Muja Program, a community and mentoring program dedicated to enhancing the cultural and educational experience of students with a focus on African American male students.

The retirement of Fola Soremekun and lack of new hires puts this program in jeopardy. Presently, an AA-T degree for history is in place and students are able to complete a degree course sequence that includes Latin American history. A non-western course sequence is required of the degree and we currently have no full-time faculty who can provide that focus.

Courses are offered in the day and evening, in late start scheduling and online. We have built up our Latin American history courses and need a full-time faculty to instruct those courses.

Strengths/Effective Practices:

Our strengths are our honors program classes, our solid world history and US history courses, and veteran gateway Vietnam War and World War II classes. We have a good team of instructors that are respected by Citrus students.

Weaknesses/Lessons Learned:

We have built up our Latin American history courses and need a full-time faculty to instruct those courses.

Recommendations/Next Steps:

We need faculty who can develop and/or teach African History, Women's History and History of the Middle East.



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II. Curriculum

Course Number and Title (Courses must be reviewed every six years to remain active)	Date of last Curriculum Committee Review	2013 - 2014 Course offerings By Term and # of Sections				SLOs Assessed (Semester / year)
		Summer	Fall	Winter	Spring	
HIST103 World History to 1500 C.E.	F07	2	5	1	6	S13
HIST103H World History up to 1500 C.E.	F07	0	1	0	0	F12
HIST104 World History since 1500	F07	1	3	0	2	S13
HIST105 20th Century World History	F09	0	0	0	0	
HIST107 History of the U.S.	S09	4	9	3	11	F11
HIST107H Hist of US before 1877-Honors	F11	0	1	0	0	F11
HIST108 History of US since 1877	S09	5	12	3	13	F12
HIST108H Hist of US since 1877-Honors	S11	1	0	0	0	F12
HIST109 The World in Conflict- The 20 th Century	F09	0	1	0	0	
HIST110 A Survey History of Africa	S09	0	0	0	0	
HIST111 Hist of the African Amers-1876	S10	0	0	0	0	
HIST112History of the African-Americans	F11	0	0	0	1	
HIST120 British Life/Culture	S12	0	1	0	0	
HIST127 Spanish Civilization	S07	0	0	0	1	
HIST130 History of Latin America	F11	0	1	0	1	
HIST131History of Latin America to 1825	S08	0	1	0	0	F12
HIST132 History of Modern Latin America	S09	0	0	0	1	S13

HIST139 History of California	S08	0	1	0	1	
HIST140History of the American West		0	0	0	0	
HIST145History of Mexico	S09	0	0	0	0	
HIST155 History/Vietnam War	S09	0	1	0	2	F 12
HIST222History of World War II	S09	0	1	0	1	

III. Degrees and Certificates

Title	Type	Date Approved by Chancellor's Office	Number Awarded 2011	Number Awarded 2012	Number Awarded 2013	Number Awarded 2014
History	AA-T	2012			6	11
Liberal Arts: Arts and Humanities	AA	2009	7	18	20	30
Liberal Arts: Social and Behavioral Sciences	AA	2009	44	46	34	127
Social and Behavioral Sciences	AA	1950	366	374	327	400

TYPE: **AA** = Associate in Arts **AS** = Associate in Science Degree **C** = Certificate **S** = Skill Award
AA-T = Associate in Arts for Transfer **AS-T** = Associate in Arts for Transfer

IV. Sections Offered

Review the data sheet for section counts, which includes the following information by course category:

1. Section counts
2. Enrollment by student demographic
3. Success and retention

Provide a brief narrative analysis and describe any trends or concerns you noticed.

Our courses are generally full, but there are still wait lists. We need a full-time faculty in order to offer more Latin American history courses. We might want to look at offering California history online as students can use that course for their education degrees.

Student demographics, success and retention seem consistent. There is a discrepancy in success and retention in eight week courses compared with sixteen week. Eight week courses tend to have a higher success rate for Latino and African American students than sixteen week courses.

V. Student Demographics

Review the data sheet for program enrollment, retention, and success which includes data on these metrics by student demographic

Provide a brief narrative analysis and describe any trends or concerns you noticed.

Student demographics, success and retention seem consistent. There is a discrepancy in success and retention in eight week courses compared with sixteen week. Eight week courses tend to have a higher success rate for Latino and African American students than sixteen week courses.

VI. Student Accomplishments

Provide current, interesting information about accomplishments of students who have participated in this program.

Two student veterans overcame combat trauma to successfully pass history courses they had previously failed.

VII. Student Learning Outcomes Assessment Reflection

Academic Senate Approved 4/11/12

All SLOs for every course will need to be assessed at least once within the 5-year comprehensive program review cycle. Upon reflection with program colleagues (or self-reflection for programs with only one instructor), please provide a brief narrative to the following (at least one row for one SLO needs to be completed for each course at this time):

Complete SLO assessment and analysis in the table at:

<http://intranet/SLO/Pages/default.aspx>

DOCUMENT REFLECTION DISCUSSION BELOW (FOR BOTH SUMMER/FALL 2013 AND WINTER/SPRING 2014)

As we work to ensure that course, degree, and program SLOs align, we will revisit the assessments that are employed and the data that is collected. Our discussion reflected the need to ensure that quantitative measures are being employed in all courses. We also will ensure greater consistency in the assessment of primary and secondary sources readings across all courses.



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VIII. Progress toward previous goals

During 2013-2014, we accomplished:

	Previous Goals	Progress/ Persons Responsible	Status	Institutional Goal
Goal 2 EMP	Develop courses in women's history, history of the United States and the Middle East, and the history of technology and its impact on society	Faculty are working on developing curriculum for a Women's History and Middle Eastern History.	In Progress	1.1.3
Goal 3 EMP	Expand learning communities	Brian Waddington is teaching History 108 course with Ethnic Studies 101 in Spring 14	Completed	1.1.4
Goal 6 EMP	Record and store lectures for student access	This is being done for online courses through the STEM tech grant (Lubisich).	Partially Completed	1.2.1

In addition to previous goals, during 2014-2015, we plan to:

	Description	Actions / Target Date	Institutional Goal**
Goal 1	Update courses to align with the UC and CSU (C-ID) review of course outlines. This is intended to streamline articulation and transfer	Updating courses will depend upon receipt of UC/CSU reviews.	1.1.1
Goal 2	Promote History AA-T degree to students in our	Create and distribute promotional materials for faculty and students.	1.1.1, 2.2.3

	courses in build the program and improve transfer rates.		
Goal 3			
Goal 4			

**For instutional goals visit link below.*

<http://www.citruscollege.edu/admin/planning/Documents/StrategicPlan2011-2016.pdf>

***For Educational and Facilities Master Plan, use table below.*

EFMP 1 – Reinstate courses, such as <i>HIST 131 History of Latin Americas to 1825</i> and <i>HIST 222 History of World War II</i> .
EFMP 2 – Develop courses in women’s history, history of the United States and the Middle East, and the history of technology and its impact on society.
EFMP 3 – Expand learning communities
EFMP 4 – Develop hybrid courses to give students a wider array of access to history courses.
EFMP 5 – Support the Veterans Center to ensure the increasing population of veterans has access to gateway history courses.
EFMP 6 – Record and store lectures for student access.
EFMP 7 – Pilot a modularized survey course so that the course would be taught by a series of faculty who focus on their particular area(s) of expertise.



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IX. Budget Recommendations for 2014-2015

(Add rows or attach additional pages as needed for complete description / discussion)

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact	Priority
Faculty – World +	Aids AA-T degree, allows for specialization	M, Q	2
Faculty – US +	Aids AA-T degree, allows for certificate support	M, Q	2

Classified Personnel

Position	Discuss impact on goals / SLOs	Impact	Priority

Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

Facilities (Facilities)

Describe repairs or modifications needed	Discuss impact on goals / SLOs	Building / Room	Impact	Priority
Wi-fi access in LB Building	New teaching technologies are limited by lack of wi-fi access	LB Building	M, Q	3

Computers / Software (Tecs)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Routers in LB Classrooms LB 301, 302, 104, 101, 306	Routers would enable device-device integration into instruction (Doceri)		M,N, Q	2,3

Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

General Budget Guidelines

Budget Preparation Tips:

- Include items on the budget form that are needed for program success even if there is no financial need associated with the request (ie training that could be accomplished with on-campus resources, sharing of resources with another discipline or department etc.)
- Whenever possible, obtain actual cost for the items / equipment you wish to purchase. This avoids situations where items are considered for purchase but it is determined that the actual cost greatly exceeds the original estimate.
- Identify unit cost (cost per item) and the number of units desired in requests.
- Indicate if there is a lower level of financial support that would be workable in your educational plan – if you request \$30,000 for a classroom set of equipment (one item for each student), if \$15,000 were available, would it be possible for two students to share an item? Is the request “All or nothing”?

Determining Budget Impact:

Indicate one or more of the following areas that your request will affect:

M = Mission: Does the request assist the program in meeting the District’s mission and established core competencies and / or diversity?

N = Need: Does the request assist the program in addressing needs based on labor market data, enrollment, articulation, advisory committee, regional agreements, etc.?

Q = Quality: Does the request assist the program in continuing or establishing appropriate lecture/lab unit values? Will the request assist in the regular reviewed / updated of course outlines? Is faculty development adequate? Does program need support in addressing the State and District emphasis on critical thinking, problem solving and written expression? Does program need support to meet stated objectives in the form of SLOs? Do course pre-requisites and co-requisites need to be validated?

F = Feasibility: Does the request assist the program maintain adequate facilities, equipment, and library resources? Is there a need for repair or modification of facilities? Is there a need for new equipment or supplies? Are course offerings frequent enough for students to make adequate progress in both day and evening programs? Does the program have adequate communication with & support from Counseling?

C = Compliance: Does the request assist the program in meeting Federal, State & District requirements? (Do the course outlines meet state, district & federal regulations for content? Do vocational programs have regular advisory meetings?)

Budget Priorities:

When establishing priority, consider the following:

Priority 1: This item is mandated by law, rule, or district policy.

Priority 2: This item is essential to program success.

Priority 3: This item is necessary to maintain / improve program student learning outcomes.