# History Department Program Review

Fall 2011

El Camino College



Division of Behavioral and Social Sciences

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#### I. PROGRAM OVERVIEW

#### A. History Department Description

# **History Department Mission Statement**

The History Department offers a comprehensive curriculum which seeks to expose its students to the diversity and complexities of the human past, to engage students in the historian's craft and research methodology, to provide students with the essential knowledge and critical skills needed for the successful study of history at four-year institutions and to cultivate student awareness of the many applications of the study of history.

### **History Department Overview**

El Camino College's History Department currently houses seven full-time faculty members and fourteen adjunct faculty members. With an average of over 2,000 students enrolled in its courses and a 97.15% course fill rate, the History Department offers its students a diverse curriculum that covers national, world and women and gender histories. All courses offered by the History Department not only instruct students in the skills of historical thinking, but also emphasize reading, writing and critical thinking. These skills combined provide students with a sound foundation to continue the study of history at four-year institutions.

The History Department also provides course offerings in the Ethnic Studies Program. The Ethnic Studies program offers students an interdisciplinary foundation in the study of the major American ethnic groups--African Americans, Asian Americans, Chicanos and Native Americans that will prepare students for a wide range of career opportunities including education, urban policy and planning and public and private government agencies. The program is interdisciplinary with courses offered in Behavioral and Social Sciences, Fine Arts and Humanities. Anthropology courses include a series of classes on native cultures of the western hemisphere and are offered in rotation each year. History course offerings in African, African American, Chicano, Mexican and Native American history are offered every semester to meet consistent student demand and interest. When the budget allows, an increase in section offerings of African American and Chicano history are placed in the scheduling pattern.

#### B. Degrees and Transfer to Four-Year Institutions

The History Department currently offers an Associate in Arts Degree in History. The degree provides students with a foundation in the science of historical inquiry. After completing the program requirements, students gain an understanding of the methodologies and schools of interpretation utilized by historians to study the past. Students will also demonstrate knowledge of the primary cultural, economic, intellectual, political, social and diplomatic institutions of the United States and the world. Competencies are assessed through the evaluation of student term papers, projects, essays and regularly scheduled examinations.

Along with this A.A. degree option, the History Department course offerings are part of the menu of choices that students can select from to earn an A.A. degree in General Studies with an Arts and Humanities emphasis and a Social and Behavioral Sciences emphasis. As stated in the college catalog, these areas of emphases may be useful for students interested in possible career paths in fine arts, education, administration, public service, history, social work, library science, economics or social policy.

All courses offered by the History Department have been articulated for transfer credit with the University of California system and the California State University System. They have also been approved for placement in both the Humanities and the Social Sciences area of the Intersegmental General Education Transfer Curriculum (IGETC) and the California General Education Breadth pattern. In addition, several of the United States history offerings have been approved to satisfy the CSU Historical Development of American Institutions and Ideals graduation requirement. The

History Department maintains a close collaboration with the Articulation Office to ensure articulation of history courses with lower division major preparation courses required at UC, CSU and selected California private and out-of-state institutions.

# C. Status of Previous Recommendations

Previous Recommendation	Status
Hire additional full-time tenure-track faculty to address student demand of history course enrollment.	In Progress: The History Department is looking into the possibility of having two full-time positions filled. One in history and the other in ethic studies. Currently, the history position has been approved and ranked number 10 in El Camino College's priority hiring list for the 2012-2013 academic year.
2. Make continued efforts to hire full-time faculty who have a commitment to El Camino College's mission and a commitment to creating a student-centered learning environment and are abreast with current teaching methodologies.	In Progress: The History Department will continue to pursue the hire of faculty that make student center learning and commitment to the role and function of community colleges a priority. This will be reflected in the interview screening and the question drawn up for the candidates seeking the tenure track position that will be filled for the 2012-2013 academic year.
3. Review and update curriculum and course offerings.	<b>Completed:</b> The History Department has updated and all course of record outlines in compliance with accreditation standards.
4. Assess Student Learning Outcomes in all history courses offered.	Completed: The History Department has completed assessing course level SLOs and is currently working on its new 4-year course level SLO schedule.
5. Assess Program Level Student Learning Outcome.	<b>Completed:</b> The History Department has completed its program level SLO. The next program level SLO is scheduled for Spring, 1214.
5. Create a 4-year Course Student Learning Outcome and Program Student Learning Outcome assessment timeline.	Completed: The History Department has completed its 4-year Course Student Learning Outcome and Program Student Learning Outcome assessment timeline to begin during the 2011-20012 academic year.

#### II. ANALYSIS OF INSTITUTIONAL RESEARCH DATA

#### A. Course Grade Distribution

El Camino College's institutional research data shows that 79.5% of students enrolled in history courses are receiving a passing grade as illustrated in the charts below. The data also shows that withdrawal rates of students enrolled in history courses are slightly higher than those of the Division and College averages. There may be a series of variables contributing to this slightly higher number. These may include student preparedness, course requirements and assessment measures, pedagogical approaches and student perception of subject and attached value of the subject. The percentage of students receiving a non-passing grade in history courses does not deviate from the Division average and is about 3 percentage points above the college average.

			Grade Dist								
Pass Rate of A, B, C, I, and $W = 84.4\%$											
A B C D F I W											
Department Totals	27.3%	21.5%	13.1%	3.8%	11.3%	0.3%	22.6%				
Division Total/Avg.	23.0%	21.1%	15.6%	5.5%	11.8%	0.8%	21.9%				
College Total/Avg.	24.4%	18.3%	13.2%	4.4%	7.7%	0.5%	22.4%				

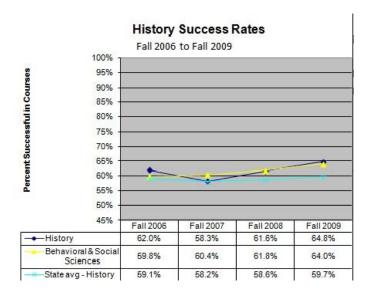
		Fall 2007	Grade Dist	ribution							
Pass Rate of A, B, C, I, and $W = 79.4\%$											
A B C D F I W											
Department Totals	24.4%	20.9%	13.0%	4.9%	12.5%	1.0%	20.1%				
Division Total/Avg	24.4%	20.2%	15.8%	5.1%	11.8%	0.7%	18.5%				
College Total/Avg	24.9%	17.9%	12.8%	4.2%	7.7%	0.6%	18.8%				

			Grade Dist								
Pass Rate of A, B, C, I, and $W = 75.6\%$											
A B C D F I W											
Department Totals	26.1%	19.1%	16.4%	5.6%	14.6%	0.6%	13.4%				
Division Total/Avg	24.4%	21.0%	16.4%	5.6%	12.9%	1.0%	14.8%				
College Total/Avg	25.4%	17.6%	12.9%	4.4%	9.5%	0.6%	14.9%				

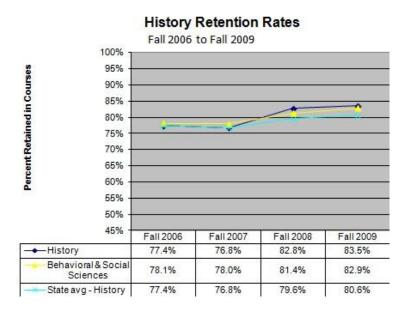
		Fall 2009	Grade Dist	ribution							
Pass Rate of A, B, C, I, and $W = 78.5\%$											
A B C D F I W											
Department Totals	27.0%	22.2%	15.5%	3.7%	13.5%	0.6%	13.2%				
Division Total/Avg	23.0%	22.5%	18.5%	5.6%	12.5%	0.7%	13.0%				
College Total/Avg	26.4%	18.6%	13.9%	4.5%	8.3%	0.5%	13.9%				

#### **B. Student Success and Retention Rates**

Student success rates in history courses are on par with those of the Division. Our students exceeded the state average by about 3 percentage points in 2006, 2008 and 2009. The goal of the History Department is to continue to improve student success rates by continuing to identify potential barriers and implementing appropriate interventions and referrals.



Similarly, student retention rates in history courses are on par with those of the Division. Our students also exceeded the state average by about 3 percentage points in 2008 and 2009.

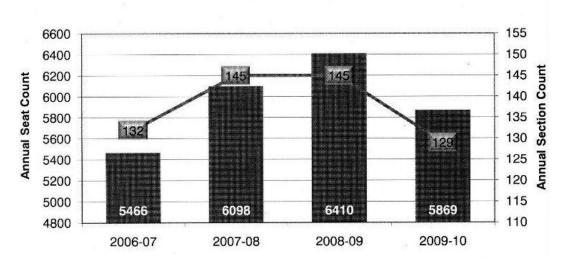


#### C. Enrollment Statistics

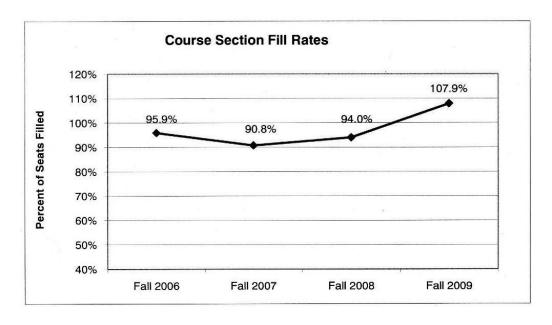
**Section - Seat Counts and Fill Rates** 

Course, Section, Seat Counts	2006-07	2007-08	2008-09	2009-10
Sections	132	145	145	129
Seats	5466	6098	6410	5896
Unduplicated Students	4698	5243	5576	5120

# Total Annual Program Participation (Seat Count)



Course Fill Rates	Fall 2006	Fall 2007	Fall 2008	Fall 2009
	95.9%	90.8%	94.0%	107.9%



On an average, over 2,000 students enrolled in history courses during the Fall semesters between 2006 and 2009. The fill rate for these semesters averaged 97.15%. In 2009, the History Department's fill rate was 107.9% emphasizing the demand placed on history courses by El Camino's student population.

# **D.** Scheduling of Courses

#### **Times of Classes**

The distribution of history courses offered every semester reflects the demand for courses offered during the daytime college wide. Institutional research data shows that between 2006-2009, 89.3% of students enrolled in history courses during the daytime. The chart below reflects the Department's commitment to offering the majority of the sections to

respond to that student demand. However, the History Department continues its commitment to serving afternoon and evening students by offering sections between 1:00 and 6:00 pm. As always, the History Department will ensure that courses required for the A.A. degree in History and core transfer courses for history majors (History 101, 102, 140, 141) will be offered both in the daytime and evening whenever budget constraints allow.

Courses Fall 2010	7:45 am to 12:40 am	1:00 pm to 5:25 pm	6 pm and later	Saturday	Online
1 411 2010	12.10 till	2.20 pm	luter		
HIST 101	8	4	2		2
HIST 102	7	3	4		
HIST 105	1				
HIST 108	1				
HIST 110	1				
HIST 112	2	1	1		
HIST 114	1				
HIST 122		1			
HIST 128	1				
HIST 129	1				
HIST 140	2	1	1		1
HIST 141	2				
HIST 145	1				
HIST 152	1				
HIST 154	1				
HIST 162	1				
HIST 175		1			
HIST 183	1				
TOTALS	32	11	8	0	3

# **Days Offered**

The History Department makes it diverse curriculum accessible on a variety of days. The History Department will continue to ensure that courses required for the A.A. degree and core transfer courses for history majors (History 101, 102, 140, 141) will continue to be offered on a variety of days whenever budget constraints allow.

Courses Fall 2010	M/W	W/F	T/TH	M	T	W	TH	F	Online
HIST 101	X	X	X		X		X		X
HIST 102	X	X		X	X	X	X		
HIST 105			X						
HIST 108			X						
HIST 110			X						
HIST 112	X		X				X		
HIST 114	X								
HIST 122			X						
HIST 128	X								
HIST 129	X								
HIST 140	X		X			X			X
HIST 141	X		X						
HIST 145	X								
HIST 152		_	X	_		•		_	
HIST 154		_	X	_		•		_	
HIST 162			X						
HIST 175	X								
HIST 183		_	X	_		•		_	

#### **Course Sequence**

This chart shows the semesters in which courses are offered. Elective courses are not being offered regularly due to the section reductions.

Course	20	06-2	007		20	07-2	800		20	08-2	009		20	09-2	010	
History	F	W	S	SU												
101	Χ	Х	Χ	Χ	Χ	Х	Χ	Х	Χ	Х	Χ	Χ	Χ	Х	Χ	Χ
102	Х	Χ	Х	Χ	Х	Χ	Х	Χ	Х	Χ	Х	Χ	Х	Χ	Х	Χ
105	Χ		Х		Χ				Х				Х			
106			Х				Χ				Х				Х	
108	Х		Х		Х		Х		Х				Х		Х	
110	Х				Х				Х				Х			
111			Х		Χ		Χ				Х				Х	
112	Χ		Х		Χ		Χ		Х		Х	Χ	Х		Х	Χ
114																
122	Χ		Х	Χ	Χ		Χ	Χ	Х		Х		Х		Х	
128	Х		Х	Χ	Х		Χ		Х		Х	Χ	Х		Х	Χ
129					Χ		Χ		Х				Χ			
140	Χ	Χ	Х	Χ	Χ	Χ	Χ	Χ	Х	Χ	Х	Χ	Х	Χ	Х	Χ
141	Χ		Χ	Χ	Χ		Χ	Χ	Х		Х	Χ	Χ		Х	
143			Х								Х		Х		Х	
145					Χ		Χ				Χ		Χ		Χ	
152																
154	Х		Х		Х		Х		Χ		Х		Χ		Х	
162	Χ				Χ								Х			
163			Х				Х				Х				Х	
165													Х			
175	Х				Х				Χ				Χ			
176			Х				Х				Х				Х	
177	Χ				Χ				Χ							
178																
183					Χ				Χ							
184							Χ				Χ					
190																

# E. Student Profile

Institutional research data shows that for the Fall of 2009 the breakdown of students enrolled in history courses by ethnicity was as follows: African-America (14.5%), American Indian/Alaskan (0.4%), Asian (16.6%), Latino (37.3%), Pacific Islander (0.7%), White (18.6%) and Unknown (10.4%). Of these students 52.5% were male and 47.5% were female. The History Department's course offerings are one of the most diverse in the California Community College system. As a result of this, all students at El Camino College have ample opportunity to enroll in courses that focus on national, world, ethnic and gender content.

										Fall	2009	2000 C	ensus
	0.1	Fall	2006	Fall :	2007	Fall 2	2008	Fall :	2009	EC	)C	ECC Di	strict
Characteristic	Category	n	%	n	%	п	%	n	%	n	%	n	%
All Enrolled	Total	1987	100.0%	2176	100.0%	2191	100.0%	2279	100.0%	27,271	100.0%	520,376	100.0%
	Female	1046	52.6%	1162	53.4%	1104	50.4%	1156	50.7%	14,312	52.5%	264,871	50.9%
Gender	Male	941	47.4%	1014	46.6%	1086	49.6%	1123	49.3%	12,953	47.5%	255,505	49.1%
	Unknown	0	0.0%	0	0.0%	1	0.0%	0	0.0%	6	0.0%	0	0.0%
	African-American	303	15.2%	351	16.1%	343	15.7%	331	14.5%	4,577	16.8%	88,701	17.0%
	Amer. Ind. or Alaskan	8	0.4%	13	0.6%	11	0.5%	9	0.4%	100	0.4%	1,219	0.2%
	Asian	302	15.2%	329	15.1%	400	18.3%	379	16.6%	4,539	16.6%	- 58,779	11.3%
Ethnicity	Latino	640	32.2%	739	34.0%	728	33.2%	849	37.3%	9,466	34.7%	157,138	30.2%
	Pacific Islander	20	1.0%	22	1.0%	32	1.5%	16	0.7%	257	0.9%	2,061	0.4%
	White	466	23.5%	478	22.0%	435	19.9%	424	18.6%	5,236	19.2%	197,570	38.0%
U	Unknown or Decline	248	12.5%	244	11.2%	242	11.0%	236	10.4%	3,096	11.4%	0	0.0%
	Under 17	32	1.6%	24	1.1%	30	1.4%	43	1.9%	572	2.1%	6 11 840	26.7%
	17	35	1.8%	46	2.1%	47	2.1%	55	2.4%	758	2.8%		20.77
	18	270	13.6%	267	12.3%	271	12.4%	294	12.9%	3,326	12.2%		2.3%
	19	413	20.8%	501	23.0%	492	22.5%	538	23.6%	3,678	13.5%	N.	
	20	359	18.1%	404	18.6%	401	18.3%	401	17.6%	2,977	10.9%	5,996	1.2%
	21	211	10.6%	232	10.7%	247	11.3%	285	12.5%	2,305	8.5%	5,720	1.1%
Age/Age	22	140	7.0%	156	7.2%	159	7.3%	130	5.7%	1,677	6.1%	575	
Group	23	90	4.5%	108	5.0%	99	4.5%	91	4.0%	1,347	4.9%	20,233	3.9%
the outstanding	24	71	3.6%	77	3.5%	81	3.7%	66	2.9%	1,121	4.1%		
	25-29	173	8.7%	178	8.2%	188	8.6%	188	8.2%	3,398	12.5%	43,779	8.4%
	30-39	112	5.6%	121	5.6%	112	5.1%	118	5.2%	2,896	10.6%	97,447	18.7%
	40-49	59	3.0%	43	2.0%	48	2.2%	51	2.2%	1,770	6.5%	80,126	15.4%
	50-64	21	1.1%	16	0.7%	16	0.7%	15	0.7%	1,195	4.4%	69,852	13.4%
	65+	1	0.1%	3	0.1%	0	0.0%	4	0.2%	251	0.9%	46,878	9.0%
	Full-time	1061	53.4%	1184	54.4%	1226	56.0%	1322	58.0%	8,560	31.4%		
Class Load	Part-time	926	46.6%	992	45.6%	965	44.0%	917	40.2%	18,675	68.5%	Red T	1
	Not enrolled or N/A	0	0.0%	0	0.0%	0	0.0%	40	1.8%	36	0.1%	CONTRACTOR OF	

										Fall 2	2009	2000 C	ensus
haracteristic	Catagony	Fall 2	2006	Fall 2	2007	Fall 2	2008	Fall 2	2009	EC	C	ECC D	istrict
nai acteristic	Category	n	%	n	%	n	%	n	%	n	%	n	%
Time of	Daytime	1,737	87.4%	1,924	88.4%	1,953	89.1%	2,105	92.4%	19,337	70.9%		
	Evening	250	12.6%	252	11.6%	238	10.9%	136	6.0%	5,084	18.6%		
Classes*	Unknown	. 0	0.0%	0	0.0%	0	0.0%	38	1.7%	2,850	10.5%		
	College degree	58	2.9%	62	2.8%	90	4.1%	57	2.5%	3,680	13.5%		
Anadomia	HS Graduate	1,794	90.3%	1,923	88.4%	1,982	90.5%	2,109	92.5%	21,533	79.0%		
Level K	Not a HS Grad	25	1.3%	30	1.4%	31	1.4%	30	1.3%	582	2.1%	and the second	waf
	K-12 Special Admit	34	1.7%	25	1.1%	37	1.7%	42	1.8%	916	3.4%		
	Unknown	76	3.8%	136	6.3%	51	2.3%	41	1.8%	560	2.1%		
	Intend to Transfer	864	43.5%	935	43.0%	867	39.6%	844	37.0%	8,408	30.8%		-
	Degree/Certif. Only	35	1.8%	50	2.3%	50	2.3%	56	2.5%	1,115	4.1%	1-57-15	
	Retrain/recertif.	55	2.8%	57	2.6%	57	2.6%	46	2.0%	1,719	6.3%		
Educational	Basic Skills/GED	54	2.7%	66	3.0%	66	3.0%	102	4.5%	1,262	4.6%		
Goal	Enrichment	88	4.4%	77	3.5%	77	3.5%	85	3.7%	985	3.6%	1216	
	Undecided	564	28.4%	538	24.7%	538	24.6%	435	19.1%	6,136	22.5%		
1 /34	Unknown	327	16.5%	453	20.8%	453	20.7%	711	31.2%	7,646	28.0%		3-1

# F. Full Time Equivalent Students (FTES)

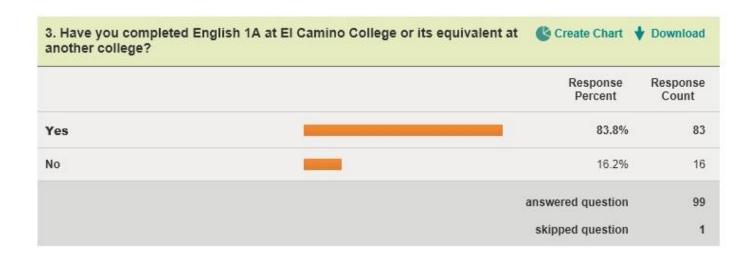
FTES	Fall 2006	Fall 2007	Fall 2008	Fall 2009
	206.60	221.52	219.79	231.98

From 2006-2009, the History Department averaged 219.97 FTES. These numbers point to a department that greatly contributes to student enrollment at El Camino College.

# G. Student Survey

1. Why have you enrolled in history courses at El Cam	ino College?	<b>♦</b> Download
	Response Percent	Response Count
General education requirement	52.5%	52
Major requirement	24.2%	24
Elective	4.0%	4
Personal Enrichment	19.2%	19
	answered question	99
	skipped question	1

		Response Percent	Response Count
Daytime		91.0%	91
Evening	_	9.0%	9
		answered question	100
		skipped question	0



# 4. Using history courses you have enrolled in at El Camino College as a Create Chart Download measure, how would you rate the training you received in high school history courses for the following:

	Poor	Below Average	Average	Above Average	Rating Average	Response Count
Primary source analysis	14.0% (14)	31.0% (31)	34.0% (34)	21.0% (21)	2.62	100
Secondary source analysis	12.2% (12)	22.4% (22)	42.9% (42)	22.4% (22)	2.76	98
Discussion	13.1% (13)	14.1% (14)	47.5% (47)	25.3% (25)	2.85	99
Theory	12.1% (12)	27.3% (27)	41.4% (41)	19.2% (19)	2.68	99
Critical thinking	19.2% (19)	18.2% (18)	33.3% (33)	29.3% (29)	2.73	99
				answere	d question	100
				skippe	d question	0

# 

	Poor	Below Average	Average	Above Average	Rating Average	Response Count
Introduction/conclusion	6.0% (6)	20.0% (20)	55.0% (55)	19.0% (19)	2.87	100
Organization	8.0% (8)	23.0% (23)	49.0% (49)	20.0% (20)	2.81	100
Content	6.0% (6)	17.0% (17)	57.0% (57)	20.0% (20)	2.91	100
Supporting evidence	9.0% (9)	23.0% (23)	49.0% (49)	19.0% (19)	2.78	100
English usage	8.0% (8)	12.0% (12)	55.0% (55)	25.0% (25)	2.97	100
				answere	d question	100
				skippe	d question	0

6. Using the assignments/examinations administered in history courses at 

Create Chart 

Download

El Camino College as a measure, which of the following do you believe would have helped you to become a more effective student in these courses?

	Response Percent	Response Count
Reading for learning and comprehension	45.0%	4
Note taking techniques	42.0%	42
Study techniques	65.0%	6
Test anxiety management	32.0%	32
Time management	62.0%	62
Study groups	37.0%	3
None of the above	6.0%	(
	answered question	100
	skipped question	80

Analysis of the History Department survey (10 classes were surveyed) suggests that students enroll in history courses to primarily satisfy general education requirements while about one quarter take history courses to satisfy pre-major requirements. Most students prefer taking classes in the daytime and have completed English 1A. Only 16 students surveyed had not completed English 1A. Primary source analysis and historical theory were cited as the historical skill sets students felt they needed more bolstering for course success. Study techniques and time management were a cited by students as being a major factor in ensuring their success in history courses.

#### H. Recommendations

- 1. Faculty training in human presence tools in the classroom and basic skills infusion.
- 2. Strengthen collaboration with student support services to develop and implement intervention strategies that will improve attrition rates and student success rates in history courses.
- 3. Work with the Schauerman Library Reference staff to create supplemental instruction in library skills acquisition and research methodology.
- 4. Establish link courses with Human Development classes and develop an Introduction to Social Sciences course and a Success in History course.
- 5. Explore applying for grants such as an *iGrant* that would provide funding for training Writing Center tutors in the typical features of history writing assignments and how they differ from most English assignments.
- 6. Explore creating a 1-unit, 8-week link class which would be a writing workshop to help students with the history assignments they are doing for their classes.

# III. CURRICULUM

# A. Course Review Timeline

In compliance with accreditation standards and articulation requirements, the History Department has created a six-year course review timeline. Please see chart below.

Six-Year Cou					urse Re	view Cyc	le Work	sheet					
Division: Behavioral an	d Social Sciences	Department: History				Faculty: Ch	ris Gold		Date: 10/	3/2011	Semester/y	ear of next	
Total # of Courses:	29	Courses Re	quiring CCC	Blanket Ap	proval: (Spe	cial Topics, CW	EE, and Indep	endent Study	courses)	2	2012	view. 2011-	
	Last Course	YEA	R 1	YEA	R 2	YEA	R 3	YE	AR 4	YEA	AR 5	YEA	R 6
Course	Review	FA 10	SP 11	FA 11	SP 12	FA 12	SP 13	FA 13	SP 14	FA 14	SP 15	FA 15	SP 16
HIST-101 (1A)	2008-2009									Х			
HIST-102 (1B)	2008-2009									Х			
HIST-105 (18A)	2005-2006			X									
HIST-106 (18B)	2005-2006			х								1	
HIST-108 (9)	2006-2007				X								
HIST-110 (16A)	2006-2007				X								1
HIST-111 (16B)	2006-2007				X								
HIST-112 (17)	2008-2009										X	Ca.	
HIST-114	2009-2010											Х	
HIST-122 (32)	2008-2009										X	Marie .	
HIST-128 (8)	2006-2007					X							
HIST-129 (27)	2006-2007						Х						
HIST-140 (3)	2007-2008							Х					
HIST-141 (4)	2007-2008							X					
HIST-143 (22)	2006-2007					X							
HIST-145 (37)	2006-2007			X									
HIST-152	2008-2009										X		
HIST-154 (19)	2008-2009									Х			
HIST-162 (5A)	2008-2009									X			
HIST-163 (5B)	2003-2004											X	
HIST-165 (25)	2006-2007						Х				-		
HIST 175 (14A)	2004-2005												Х
HIST-176 (14B)	2003-2004												Х
HIST-177 (30)	2004-2005	х											
HIST-178	2008-2009										X		
HIST-183 (12A)	2004-2005	х											
HIST-184 (12B)	2006-2007	x											

Division: Behavioral ar	nd Social Sciences	Departmen	t: History			Faculty: Ch	ris Gold		Date: 10/3	3/2011	Semester/year of next Program Review: 2011-		
Total # of Courses: 29	29	Courses Re	quiring CCC	Blanket Ap	proval: (Spe	cial Topics, CW	EE, and Indep	endent Study o	courses)	2	2012	Wew. 2011-	
	Last	YEA	AR 1	YEA	R 2	YEA	IR 3	YEA	AR 4	YE	AR 5	YEA	R 6
Course	Course Review	FA 10	SP 11	FA 11	SP 12	FA 12	SP 13	FA 13	SP 14	FA 14	SP 15	FA 15	SP 16
HIST-190	2009-2010	inacti	<del>vated</del>	×									
HIST-50	2008-2009										X/BA		
HIST-99abc	2009-2010												X/BA
	-												

# **B.** Course Additions/Revisions

Since the last program review, the History Department has added *History 152: Latin America through Independence*. This course is being taught for the first time in the Fall semester, 2011 and has over 45 students enrolled. In addition,

the History Department has added to its curriculum the following new courses: *History 114: History of the Asian American in the United States* and *History 190: History of the Middle East.* 

#### **C.** Course Deletions

The following courses have been deactivated: *American Studies 1: Introduction to American Studies, History 190: History of the Middle East.* Due to current budget constraints and the limited sections that the History Department can offer, it was determined that these courses should not be offered at this time. Re-activation of these courses will be considered when the economic climate improves.

# D. Course Cycle (Not Offered Within a Two-Year Cycle)

The following course will not be offered within the two-year cycle: History 165 – History of Modern Germany 1866-Present.

#### E. Articulation

All courses offered by the History Department have been articulated for transfer credit with the University of California system and the California State University System. They have also been approved for placement in both the Humanities and Social Sciences area of the Intersegmental General Education Transfer Curriculum (IGETC) and the California General Education Breadth pattern. In addition, several of the United States history offerings have been approved to satisfy the CSU Historical Development of American Institutions and Ideals graduation requirement. The History Department maintains a close collaboration with the Articulation Office to ensure articulation of history courses with lower division major preparation courses required at UC, CSU and selected California private and out-of-state institutions.

# F. Associate Degrees

The History Department currently offers an Associate in Arts Degree in History. The degree provides students with a foundation in the science of historical inquiry. After completing the program requirements, students will gain an understanding of the methodologies and schools of interpretation utilized by historians to study the past. Students will also demonstrate knowledge of the primary cultural, economic, intellectual, political, social, and diplomatic institutions of the United States and the world. Competencies will be assessed through the evaluation of student term papers, projects, essays and regularly scheduled examinations. The number of A.A. History degrees awarded has decreased from 2005-2006 to 2009-2010 from 17 to 12.

	Associate in A	rts Degrees History	
2004-05	2005-06	2006-07	2007-08
9	17	13	12

Along with this A.A. degree option, the History Department course offerings are part of the menu of choices that students can select from to earn an A.A. degree in General Studies with an Arts and Humanities emphasis and a Social and Behavioral Sciences emphasis. As stated in the college catalog, these areas of emphases may be useful for students interested in possible career paths in fine arts, education, administration, public service, history, social work, library science, economics, or social policy.

#### **G. Recommendations**

1. Create an Associate degree for Transfer in History that aligns with the statewide approved Transfer Model Curriculum (TMC).

- 2. Collaborate with the Institutional Research office and the Counseling faculty to identify students that may qualify for an A.A. degree in History.
- 3. Consider lowering the number of units required for the current A.A. degree in History (from 21 to 18 units).
- 4. Consider expanding articulation relationships with four-year institutions, specifically California private and out-of-state to increase and facilitate transfer opportunities for history majors.

# IV. STUDENT LEARNING OUTCOMES

The History Department has reached the Accrediting Commission for Community and Junior Colleges' rubric for the *Characteristics of Institutional Effectiveness in Student Learning Outcomes*, level three: Proficiency.

#### A. Program and Course Level Student Learning Outcomes

#### **Program Level**

The history program SLO reflects the learning outcomes on the course level without geographic, topical or chronological parameters. As with the course SLOs, in spring 2011, the three program SLOs were combined into a single SLO.

• Upon completion of their course of study in the History Department, students will be able to develop and persuasively argue an historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns and applies appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

#### Course Level

In the History Department, all course SLOs share a common learning outcome that is specifically defined by the geographic, topical and chronological parameters of the course. This single SLO combines content knowledge, critical thinking and appropriate use of historical methodologies. The single SLO was developed in 2011 and combined three prior SLOs.

- **History 101 Student Learning Outcomes:** Upon completion of United States History to 1877, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in United States history to 1877and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
- **History 102 Student Learning Outcomes:** Upon completion of United States History 1877 to the present, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in United States history from 1877 to the present and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
- **History 105 Student Learning Outcomes:** Upon completion of Women and American History from the Colonial Era to 1877, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in American women's history to 1877 and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
- **History 106 Student Learning Outcomes:** Upon completion of Women and American History from 1877 to the Present, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in American women's history from 1877 to the present and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
- **History 108 Student Learning Outcomes:** Upon completion of United States History: The American Indian Experience, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in

American Indians history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

- **History 110 Student Learning Outcomes:** Upon completion of The African American in the United States to 1877, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in African Americans in history to 1877and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
- **History 111 Student Learning Outcomes:** Upon completion of The African American in the United States from 1877 to the Present, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in African Americans in history from 1877 to the present and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
- **History 112 Student Learning Outcomes:** Upon completion of History of the Chicano in the United States, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in Chicano history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
- **History 114 Student Learning Outcomes:** Upon completion of History of the Asian American in the United States, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in Asian American history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
- **History 122 Student Learning Outcomes:** Upon completion of United States Social History: Cultural Pluralism in America, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in the history of ethnic and racial minorities in the United States and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
- History 128 Student Learning Outcomes: Upon completion of History of California, students will be able to
  develop and persuasively argue a historical thesis in a written assignment that identifies and explains major
  social, economic, political and/or cultural historical themes or patterns in California history and apply
  appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the
  thesis.
- **History 129 Student Learning Outcomes:** Upon completion of History of Los Angeles, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in Los Angeles history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
- **History 140 Student Learning Outcomes:** Upon completion of History of Early Civilizations, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in the history of Early Civilizations and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
- **History 141 Student Learning Outcomes:** Upon completion of History of Modern Civilizations, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and

explains major social, economic, political and/or cultural historical themes or patterns in the history of Modern Civilizations and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

- **History 143 Student Learning Outcomes:** Upon completion of Twentieth Century World History, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in twentieth century world history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
- **History 145 Student Learning Outcomes:** Upon completion of History of World Religions, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in the history of world religions and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
- **History 152 Student Learning Outcomes:** Upon completion of History of Latin America through Independence, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in the history of Latin America through independence and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
- **History 154 Student Learning Outcomes:** Upon completion of History of Mexico, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in Mexican history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
- History 162 Student Learning Outcomes: Upon completion of History of Early Britain, students will be able
  to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major
  social, economic, political and/or cultural historical themes or patterns in early British history and apply
  appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the
  thesis.
- **History 163 Student Learning Outcomes:** Upon completion of History of Modern Britain, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in modern British history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
- **History 165 Student Learning Outcomes:** Upon completion of History of Modern Germany, 1866 to the Present, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in the history of modern Germany and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
- **History 175 Student Learning Outcomes:** Upon completion of History of Asian Civilizations to 1600, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in Asian history to 1600 and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

- **History 176 Student Learning Outcomes:** Upon completion of History of Asian Civilizations from 1600 to the present, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in Asian history from 1600 to the present and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
- **History 177 Student Learning Outcomes:** Upon completion of History of Japan, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in Japanese history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
- **History 178 Student Learning Outcomes:** Upon completion of History of China, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in Chinese history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
- **History 183 Student Learning Outcomes:** Upon completion of Introduction to African History, Prehistory to 1885, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in African history to 1885 and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
- **History 184 Student Learning Outcomes:** Upon completion of Introduction to African History, 1855 to the Present, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in African history since 1855 and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
- **History 190 Student Learning Outcomes:** Upon completion of History of the Middle East, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in Middle Eastern history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

#### B. Four-Year Assessment Timeline for Program and Course SLOs

	Behavioral and Social Sciences Course and Program SLO Assessment Timeline: Four-Year Cycle Updated: 9/29/11						
Histo	ory	Program Review Date:	Number of Courses				
Year	Semester	Spring/Fall 2011 Course-Level SLOs Assessed	27 Program-Level SLOs				
Year 1	Spring 2011 Year 1	History 112 History of the Chicano in the United States History 128 History of California History 140 History of Early Civilization					
of 4-Year SLO		History 143 Twentieth Century World History History 154 A History of Mexico					
Cycle	Fall 2011 Year 1	History 105 Women and Am History from Colonial to 1877 History 106 Women and Am History from 1877 to Present History 108 U.S. History: The American Indian Experience History 152 History of Latin America through Independence History 183 Introduction to African History: Prehistory to 1885					
Year 2 of 4-Year SLO	Spring 2012 Year 2	History 101 United States History to 1877 History 154 A History of Mexico History 110 The African American in the U.S. to 1877 History 178 History of China					

Cycle	Fall 2012 Year 2	History 112 History of the Chicano in the United States History 145 History of World Religions History 190 History of the Middle East	
Year 3 of 4-Year SLO	Spring 2013 Year 3	History 102 United States History to 1877 History 106 Women and American History from 1877 to Present History 129 History of Los Angeles History 163 History of Modern Britain	
Cycle	Fall 2013 Year 3	History 114 History of the Asian American in the U.S. History 122 U.S. Social History: Cultural Pluralism in America History 141 History of Modern Civilizations History 175 History of Asian Civilization to 1600	
Year 4 of 4-Year SLO	Spring 2014 Year 4	History 111 The African American in U.S. from 1877 to Present History 140 History of Early Civilizations History 162 History of Early Britain History 165 History of Modern Germany, 1866 to Present	Program SLO
Cycle	Fall 2014 Year 4	History 176 History of Asian Civilization from 1600 to Present History 178 History of China History 183 Introduction to African History; Prehistory to 1885 History 184 Introduction to African History, 1885 to Present	

Note: This cycle will repeat for the following four years.

### C. Assessment Results and Analysis

The History Department has assessed its Program Level SLO and its Course Level SLOs. The data compiled by faculty is analyzed and findings are used to revise and refine assignments, to promote and improve student learning, and to improve the overall quality of the program. In addition to assessing data, the Department developed a comprehensive syllabi template. This template provides consistency across courses and cohesiveness within the department. In assessing students, all History Department faculty used the following rubric:

	Course SLO Rub	<u>ric</u>
Rubric		Scale (based on A-F grade scale)
Thesis	01234	4 = Excellent
Organization & Argumentation	0 1 2 3 4	3 = Good
Historical Content	0 1 2 3 4	2 = Satisfactory
Sources and Evidence	0 1 2 3 4	1 = Less than Satisfactory
		0 = Fail

# Standards for Excellence (a score of 4):

- **Thesis:** Thesis fully, clearly and accurately explains the central argument and is presented early in the written assignment.
- Organization and Argumentation: Introduction explains the pertinent historical context and states the thesis. Paragraphs are organized in a logical way that supports the thesis, either chronologically or topically. Each paragraph fully discusses one main idea (stated in the topic sentence) that helps argue the thesis.
- **Historical Content:** All appropriate historical time periods and topics are thoroughly and accurately incorporated into the thesis and the argument throughout the written assignment.

• **Sources and Evidence:** The student makes effective and accurate use of appropriate and well-selected (when applicable) primary and/or secondary sources in order to prove the thesis and central arguments.

# Sample Rubric and SLO Assessment: History 154 - History of Mexico (Jason Suárez - Instructor)

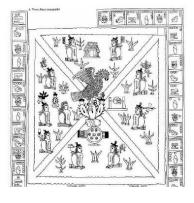
Student:	Course SI	O Assessment: 0	*Please note that this rubric possay examination. Schedule:	rovides a brief assessment of your
Assessment: $0 = {16 \text{ (A/100)} \over 8 \text{ (C/73)}}$	15 (A/97) 14 (A/93) 13 (A/90) 12 (B/87) 1 7 (C/70) 6 (D/67) 5 (D/63) 4 ( D/60)	1 (B/83) 10 (B/80) 9 ( C/77) 3-below( F)	detailed assessment of your es	
Please see me ASAP during my	office hours to discuss the content of your	examination.		
Essay Structure	Above Standards (4)	Meets Standards (3)	Approaching Standards (2)	Needs Improvement (1)
Thesis: A fully, clearly and accurately stated thesis that answers the assigned question(s) or meets the requirements of the assignment.	The essay includes a fully, clearly and accurately stated thesis that answers the assigned question(s) or meets the requirements of the assignment.	The essay includes a fully, clearly and accurately stated thesis that answers most of the assigned question(s) or meets most of the requirements of the assignment. No further editing is needed.	☐ The essay attempts to provide a full, clear and accurately stated thesis that answers the assigned question(s) or meets the requirements of the assignment. Editing and development is needed.	The essay includes a vague/unclear thesis that attempts to answer the assigned question(s) or meets the requirements of the assignment. The thesis needs further development and editing.
0 No score assigned.				
Sources/evidence: Effective and accurate use of appropriate and well-selected historical evidence and examples drawn from primary and/or secondary sources to prove the thesis.	The essay demonstrates an effective and accurate use of appropriate and well-selected historical evidence and examples drawn from primary and/or secondary sources to prove the thesis.	The essay demonstrates a use of appropriate and well-selected historical evidence and examples drawn from primary and/or secondary sources to prove the thesis.	The essay some what demonstrates an effective and accurate use of appropriate and well-selected historical evidence and examples drawn from primary and/or secondary sources to prove the thesis.	The essay does not demonstrates an effective and accurate use of appropriate and well-selected historical evidence and examples drawn from primary and/or secondary sources to prove the thesis.
0 No score assigned.				
Organization/argumentation: Argument is presented in a well-organized and logical way, and supporting evidence and examples are carefully analyzed to effectively argue the thesis.	The essay's argument is presented in a well-organized and logical way, and supporting evidence and examples are carefully analyzed to effectively argue the thesis.	Most of the essay's argument is presented in a well-organized and logical way, and most supporting evidence and examples are carefully analyzed to effectively argue the thesis.	The essay attempts to provide an argument that is presented in a well-organized and logical way, and some supporting evidence and examples are carefully analyzed to effectively argue the thesis.	The essay's argument is not presented in a well-organized and logical way, and supporting evidence and examples are not carefully analyzed to effectively argue the thesis.
0 No score assigned.				
Historical content:: Appropriate historical time periods, themes and patterns are accurately incorporated into the thesis and the argument of the written assignment.	All appropriate historical time periods, themes and patterns are thoroughly and accurately incorporated into the thesis and the argument of the written assignment	Most of the appropriate historical time periods, themes and patterns are thoroughly and accurately incorporated into the thesis and the argument of the written assignment.	Some appropriate historical time periods, themes and patterns are thoroughly and accurately incorporated into the thesis and the argument of the written assignment.	Few of the appropriate historical time periods, themes and patterns are thoroughly and accurately incorporated into the thesis and the argument of the written assignment.
0 No score assigned.				

Ask yourself the following questions when reading your essay:

Did my introduction address what the questions asked? Could my essay have included more terminology and concepts discussed in class? Do I explain this terminology and concepts in detail or did I just cite them? Did I mention additional primary sources and readings (books-journals) in the essay's body? Were my paragraphs uniform or were they composed of varying topics leading to a lack of cohesiveness? Did my essay have factual errors? Did I have an excessive number of surface errors? Was my narration clear and course content driver or was if vague with generalizations?

Please read the paragraph below carefully. Answer all the questions listed in this paragraph in a single essay format using supporting evidence from lectures, readings and primary sources. All four questions are interrelated. Your answer must have an introduction, body and conclusion.

Beginning about c.1200 C.E., the Valley of Mexico witnessed a series of Nahua migrations that culminated with the arrival of the Mexica. Believed to have originated from Aztlan, so impressive were the accomplishments of the Mexica that Hernán Cortés wrote, "... it is truly remarkable to see what they have achieved in all things." When historians attempt to reconstruct the history of the Mexica world, they rely on a variety of sources that are both of Native American and European origin. These sources, such as the Codex Mendoza, provide historians with vast insights on the particulars of everyday life in the Mexica world. What were some the main socioeconomic characteristics that defined the Mexica world? What were some the main political characteristics that defined the Mexica world? How did the Mexica writing system differ than that of the Maya writing system? What can historians learn in particular about Mexica from analyzing the written source below?



### Findings from the Program SLO assessment data:

History Program	Assessment	Data / Findings	Recommendations
SLO	Method		
Students will be able	Students were	Students were	Investigate possibilities for employing
to develop and	given an essay	strongest in essay	history tutors and/or graduate student
persuasively argue an	assignment in six	content, but weakest	assistants that work directly with individual
historical thesis in a	different history	in their thesis,	faculty members.
written or oral	courses; the same	organization and	
assignment, effectively	rubric was used to	grammar and	2. Expand Writing Center services.
using primary and/or	score the essays.	mechanics.	
secondary source(s) as			3. Encourage history faculty to assign
evidence to support			essays and writing assignments in all
their thesis.			courses and to use thesis/outline and/or
			rough draft assignments.

# D. Level of SLO/Assessment Implementation

Based on the Accrediting Commission for Community and Junior Colleges' rubric for the *Characteristics of Institutional Effectiveness in Student Learning Outcomes*, the History Department has determined that it has reached level three: Proficiency.

- Student learning outcomes and authentic assessment are in place for courses, programs and degrees.
- Results of assessment are being used for improvement and further alignment of institution wide practices.
- There is widespread institutional dialog about the results within the department.
- Decision-making includes dialog on the results of assessment and is purposefully directed toward improving student learning.
- Appropriate resources continue to be allocated and fine-tuned.
- Comprehensive assessment reports exist and are completed on a regular basis.
- Course student learning outcomes are aligned with degree student learning outcomes.
- Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.

#### E. Recommendations

1. To extend SLO training opportunities to both adjunct and full-time faculty members.

# V. FACILITIES, EQUIPMENT, AND TECHNOLOGY

# A. Building

Supported by funds from Measure E, the Behavioral and Social Science Building has been renovated and modernized. It is being first used in the Fall, 2011.

All the building's systems have been completely replaced:

- New plumbing, electrical, air-conditioning, fire alarm and data/communication programs
- Elevator was upgraded to ADA compliance

#### **B.** Classrooms

All 21 classrooms have new technology systems:

- Presentation station containing a desk computer, digital document camera, video player, laptop connection, audio amplifier, media switcher, and lavaliere microphone
- All systems connected to a wide screen format multimedia projector
- Utelogy AV Control System has been adopted

#### C. Recommendations

1. Installation of locked cabinets in the classrooms on the south side to provide faculty with additional storage space.

#### VI. STAFFING

# A. Current Staffing

Number of Faculty and Staff						
Full-time Faculty	7					
Adjunct	14 (based on # of sections offered)					

Overview of Full-Time Faculty								
Name	Reassigned time	Currently on leave	Retired in last 2 years	FT hired last 3 years				
Baker, Florence								
Brown, Maria								
Eula, Michael								
Gold, Christina	X							
Rader, Emily								
Suarez, Jason								
Verge, Arthur								

# **B. Staffing Needs**

#### **Immediate Need**

The History Department consistently has the highest enrollment rates in Behavioral and Social Sciences. Close to 80% of the History Department's section offerings are in the area of United States History. Student demographics indicate that there is an increasing need for courses focusing on multicultural United States history. To better serve the needs of these students, the History Department needs another full-time instructor to increase the number of course offerings in this field. The History Department is also seeking a full-time position for the Ethnic Studies Program.

#### **Long Range Needs**

Due to potential faculty retirements, staffing needs is a regular priority for the History Department.

#### C. Recommendations

- 1. Hire a full-time faculty position in United States history for the History Department.
- 2. Hire a full-time faculty position for the Ethnic Studies Program.

#### VII. DIRECTION AND VISION

#### A. Overview of the Direction and Vision of the Program Strategies for Achievement

All History Department courses are closely aligned with course outline of record, student learning outcomes, course syllabi and classroom instruction. While student success and retention ratios are on par with division averages, History faculty are fully aware of the reading and writing skills challenges students face in history courses. In an effort to better address these challenges, the History Department continues to emphasize critical reading and writing across its curriculum.

The History Department continues efforts to make its presence felt in a variety of forums at El Camino College and beyond. The History Department has increased online instruction with more faculty trained to teach via a distance education delivery mode. It also has an active student History Club, offers a yearly guest speaker lecture and a student workshop on careers in history. History Department members have facilitated faculty professional development workshops, presented at history conferences, college success conferences and have taught in study abroad programs.

In an effort to better serve underprepared and at risk student populations, the History Department has initiated contact with the First year Experience Program and the Learning Community Program, and is exploring making some history courses a part of these educational programs. In the immediate future, the Department will channel its energy into establishing relations with student services that are geared toward college success. These include, but are not limited to, Supplemental Instruction, Student Success Transfer and Retention Services, Counseling Services and Transfer Services.

# B. Changes in the Academic Field

The most pressing change within the academic field of history is not necessarily content base. The greatest challenge our students face is transfer accessibility to four-year institutions. This has been recently fueled by the California's current economic state. Entry requirement into traditional transfer colleges/universities have been elevated due to the overwhelming demand for admittance by transfer students. The major of History, like other areas of study, are now impacted at many four-year institutions. To ensure the successful transfer of our history majors in particular, and El Camino College students in general, articulation/transfer agreements need to be explored with out-of-state universities such as Arizona State University which offers California transfer students incentives to attend their institution. Also, students need to be further aware of private/independent four-year institution transfer options. The History Department needs to work closely with the Articulation Office to develop alternative transfer pathways for our students.

#### C. Alignment with the College Vision, Mission and Strategic Initiatives

#### Mission

El Camino College Mission	History Department Mission
El Camino College offers quality, comprehensive educational	The History Department offers a comprehensive curriculum
programs and services to ensure the educational success of	which seeks to expose its students to the diversity and
students from our diverse community.	complexities of the human past, to engage students in the
	historian's craft and research methodology, to provide students
	with the essential knowledge and critical skills needed for the
	successful study of history at four-year institutions and to
	cultivate student awareness of the many applications of the
	study of history.

#### Vision

El Camino College Vision	History Department Vision
El Camino College will be the College of choice for successful	All History Department courses are closely aligned with course
student learning, caring student services and open access. We,	outline of record, student learning outcomes, course syllabi and

the employees, will work together to create an environment that emphasizes people, respect, integrity, diversity and excellence. Our College will be a leader in demonstrating accountability to our community. classroom instruction. While student success and retention ratios are on par with division averages, the department faculty are fully aware of the reading and writing skills challenges students face in history courses. In an effort to better address these challenges, the History Department continues to emphasize critical reading and writing across its curriculum.

The History Department continues efforts to make its presence felt in a variety of forums at El Camino College and beyond. The History Department has increased online instruction with more faculty trained to teach via a distance education delivery mode. It also has an active student History Club, offers a yearly guest speaker lecture and a student workshop on careers in history. History Department members have facilitated faculty professional development workshops, presented at history conferences, college success conferences and have taught in study abroad programs.

In an effort to better serve underprepared and at risk student populations, the History Department has initiated contact with the First year Experience Program and the Learning Community Program, and is exploring making some history courses a part of these educational programs. In the immediate future, the Department will channel its energy into establishing relations with student services that are geared toward college success. These include, but are not limited to, Supplemental Instruction, Student Success Transfer and Retention Services, Counseling Services and Transfer Services.

# Strategic Initiatives

The History Department's goals and objectives are aligned with the College's Strategic Initiatives by:

El Camino College Strategic Initiatives	
Strategic Initiative A: Enhance teaching to support student learning using a variety of instructional methods and services.	The History Department has participated in and has made accessible to its faculty workshops in infusing technology into the classroom to better meet the needs of diverse student populations.
	History Department faculty make use of the following technology to address diverse learning styles: Presentation station containing a desk computer, digital document camera, video player, laptop connection, audio amplifier, media switcher, and lavaliere microphone. All systems connected to a wide screen format multimedia projector. Utelogy AV Control System has been adopted.
	Currently, the History Department is developing a repository website that will make accessible to its faculty working models of best instructional practices.
	The History Department has increased online instruction with more faculty trained to teach via a distance education delivery mode.
<b>Strategic Initiative B:</b> Strengthen quality educational and support services to promote student success.	The History Department works with the First year Experience Program and the Learning Community Program, and is exploring making some history courses a part of these educational programs.

The Department is also channeling its efforts into establishing relations with student services that are geared toward college success. These include, but are not limited to, Supplemental Instruction, Student Success Transfer and Retention Services, Counseling Services and Transfer Services.
All courses offered by the History Department not only instruct students in the skills of historical thinking, but also emphasize reading, writing and critical thinking. These skills combined provide students with a sound foundation to continue the study of history at four-year institutions.
History faculty meets regularly to address relevant issues to the Department, the Division and the college.
The History Department continues efforts to make its presence felt in a variety of forums at El Camino College and beyond. It also has an active student History Club, offers a yearly guest speaker lecture and a student workshop on careers in history. History Department members have facilitated faculty professional development workshops, presented at history conferences, college success conferences and have taught in study abroad programs.
Please see above.
Please see this program review.
Not applicable .

### **El Camino College Core Competencies**

Students completing a course of study at El Camino College will achieve the following core competencies:

- 1. **Content Knowledge:** Students possess and use the knowledge, skills and abilities specific to a chosen discipline, vocation or career.
- 2. **Critical, Creative and Analytical Thinking:** Students solve problems, make judgments and reach decisions using critical, creative and analytical skills.
- 3. **Communication and Comprehension:** Students effectively communicate in written, verbal and artistic forms to diverse audiences. Students comprehend and respectfully respond to the ideas of others.
- 4. **Professional and Personal Growth:** Students exhibit self-esteem, responsible behavior and personal integrity. Students are reflective and intellectually curious; they continue to improve themselves throughout life.
- 5. **Community and Collaboration:** Students appreciate local and global diversity and are respectful and empathetic during personal interactions and competitions. Students effectively collaborate and resolve

conflicts. They are responsible, engaged members of society, who are willing and able to assume leadership roles.

6. **Information and Technology Literacy:** Students locate, critically evaluate, synthesize, and communicate information in various traditional and new media formats. Students understand the social, legal, and ethical issues related to information and its use.

In spring 2010, History Department faculty aligned their course and program SLOs with the Core Competencies . This alignment mapping is used to determine which courses and programs to target when assessing the core competencies. This means that all programs and courses with a 3 or 4 in the box will be targeted for core competency assessment.

Student Learning Outcome Course, Program and Core Competency Alignment

	Stude	nt Learning Outcome	· · ·		petency	Align	ment						
Program: History			Date	e: 11/1/11	Submitte	ed by: J	ason Sua	rez					
Program Level SLO			<u>'</u>										
1. Upon completion of	their course of	study in the History Departn	nent, students will be ab	le to develop an	d persuasiv	ely argu	e an histo	rica	the	sis in	а		
		explains major social, econo				atterns	and applie	s ap	prop	oriate	2		
		primary and/or secondary s							_				
Core Competencies	I. Content	II. Critical, Creative, and	III. Communication	IV. Professional			nmunity a				rmat		
	Knowledge	Analytical Thinking	and Comprehension	Personal Growt	h	Col	laboration	1	Te	chno	ology	Liter	acy
							Program		Cor	e Cor	npet	encie	25
			1010				Level	N			cings		
		Course Leve	I SLUs				SLOs			in	red		
							P1	1	Ш	Ш	IV	V	VI
History 101: Upon com	pletion of Unite	ed States History to 1877, stu	udents will be able to de	velop and persua	asively argu	ie a		4	4	4	2	2	2
historical thesis in a wri	tten assignmer	nt that identifies and explain	s major social, economi	c, political and/or	cultural								
historical themes or par	tterns in United	d States history to 1877and a	apply appropriate histor	ical methods to a	nalyze and	use							
		evidence to support the thes											
		d States History 1877 to the						4	4	4	2	2	2
		signment that identifies and											
		States history from 1877 to		appropriate histo	rical metho	ods to							
		dary sources as evidence to								_	_	-	1
		en and American History fro						4	4	4	2	2	2
		orical thesis in a written assig											
		torical themes or patterns in lyze and use primary and/or				-							
		en and American History fro						4	4	4	2	2	2
		sis in a written assignment t				юр		*	7	7	_	2	-
		nes or patterns in American				v							
		lyze and use primary and/or											
		d States History: The Americ						4	4	4	2	2	2
		sis in a written assignment t											
political and/or cultural	historical then	nes or patterns in American	Indians history and appl	y appropriate his	torical met	hods							
to analyze and use prim	nary and/or sec	ondary sources as evidence	to support the thesis.										
							Program		Cor	e Cor	npet	oncie	
							Level	N			ings		
		Course Level	SLOs				SLOs				red		
							P1	T	П	III	IV	V	VI
History 110 Upon comp	letion of The Af	frican American in the Unite	d States to 1877, studer	nts will be able to	develop ar	nd		4	4	4	2	2	2
		a written assignment that i											
		tterns in African Americans											
methods to analyze and	use primary ar	nd/or secondary sources as	evidence to support the	thesis									
		n American in the United State						4	4	4	2	2	2
		a written assignment that ide				/or							
		rican Americans in history from		apply appropriate i	nistorical								
		or secondary sources as eviden						4	4	4	2	2	2
		y of the Chicano in the Unite a written assignment that i				cal		4	4	4	2	2	2
		tterns in Chicano history and											
		as evidence to support the		orical methods to	anaryze ar	14							
		of the Asian American in th		ts will be able to	develop an	ıd		4	4	4	2	2	2
		a written assignment that i							•		_	-	-
		tterns in Asian American his											
		dary sources as evidence to											
		d States Social History: Cultu		, students will be	able to			4	4	4	2	2	2
develop and persuasive	ly argue a histo	rical thesis in a written assig	gnment that identifies ar	nd explains major	social,								
economic, political and/	or cultural hist	orical themes or patterns in	the history of ethnic an	d racial minoritie	s in the Un	ited							
States and apply approp	riate historical	methods to analyze and use	e primary and/or second	lary sources as ev	idence to								
support the thesis.													
, , ,		y of California, students will	•	. , ,		cal		4	4	4	2	2	2
		ntifies and explains major so											
		y and apply appropriate hist	orical methods to analy:	te and use prima	ry and/or								
secondary sources as ev													
		y of Los Angeles, students w						4	4	4	2	2	2
		t that identifies and explain											
		geles history and apply appr	opriate historical metho	ds to analyze an	d use prima	ary							
and/or secondary source													
									4	4	2	2	2
		y of Early Civilizations, stude				1		4	7	*	_		
	tten assignmen	t that identifies and explain	s major social, economic	, political and/or	cultural			4	-	-			
historical themes or pat	tten assignmen terns in the his		s major social, economio d apply appropriate hist	, political and/or	cultural			4	7	7	_		

Course Level SLOs		Core Competencie Mark Rankings of 3 o in red						
	P1	1	Ш	Ш	IV	V	VI	
History 141 Upon completion of History of Modern Civilizations, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in the history of Modern Civilizations and apply appropriate historical methods to analyze		4	4	4	2	2	2	
and use primary and/or secondary sources as evidence to support the thesis.								
History 143 Upon completion of Twentieth Century World History, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in twentieth century world history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.		4	4	4	2	2	2	
History 145 Upon completion of History of World Religions, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in the history of world religions and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.		4	4	4	2	2	2	
History 152 Upon completion of History of Latin America through Independence, students will be able to develop and persusively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in the history of Latin America through independence and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.		4	4	4	2	2	2	
History 154 Upon completion of History of Mexico, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in Mexican history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.		4	4	4	2	2	2	
History 162 Upon completion of History of Early Britain, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in early British history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.		4	4	4	2	2	2	
History 163 Upon completion of History of Modern Britain, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in modern British history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.		4	4	4	2	2	2	
History 165 Upon completion of History of Modern Germany, 1866 to the Present, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in the history of modern Germany and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.		4	4	4	2	2	2	

			Core	Con	npete	ncie	25	
Course Level SLOs	Level	M	ark I	Ranki	ngs c	f 3	or 4	
Course Level SLOs		in red						
	P1	1	Ш	III	IV	٧	VI	
History 175 Upon completion of History of Asian Civilizations to 1600, students will be able to develop and persuasively		4	4	4	2	2	2	
argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural								
historical themes or patterns in Asian history to 1600 and apply appropriate historical methods to analyze and use primary								
and/or secondary sources as evidence to support the thesis.								
History 176 Upon completion of History of Asian Civilizations from 1600 to the present, students will be able to develop and		4	4	4	2	2	2	
persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political								
and/or cultural historical themes or patterns in Asian history from 1600 to the present and apply appropriate historical								
methods to analyze and use primary and/or secondary sources as evidence to support the thesis.								
History 177Upon completion of History of Japan, students will be able to develop and persuasively argue a historical thesis		4	4	4	2	2	2	
in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or								
patterns in Japanese history and apply appropriate historical methods to analyze and use primary and/or secondary sources								
as evidence to support the thesis.								
History 178 Upon completion of History of China, students will be able to develop and persuasively argue a historical thesis		4	4	4	2	2	2	
in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or								
patterns in Chinese history and apply appropriate historical methods to analyze and use primary and/or secondary sources								
as evidence to support the thesis.								
History 183 Upon completion of Introduction to African History, Prehistory to 1885, students will be able to develop and		4	4	4	2	2	2	
persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political								
and/or cultural historical themes or patterns in African history to 1885 and apply appropriate historical methods to analyze								
and use primary and/or secondary sources as evidence to support the thesis.								
History 184 Upon completion of Introduction to African History, 1855 to the Present, students will be able to develop and		4	4	4	2	2	2	
persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political								
and/or cultural historical themes or patterns in African history since 1855 and apply appropriate historical methods to								
analyze and use primary and/or secondary sources as evidence to support the thesis.								
History 190 Upon completion of History of the Middle East, students will be able to develop and persuasively argue a		4	4	4	2	2	2	
historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural								
historical themes or patterns in Middle Eastern history and apply appropriate historical methods to analyze and use primary								
and/or secondary sources as evidence to support the thesis.								

# VIII. PRIORTIZED RECOMMENDATIONS

Recommendations	Cost Estimates
1. Hire a full-time faculty position in United States history.	\$90,000
2. Hire a full-time faculty position in Ethnic Studies	\$90,000
3. Establish supplemental Instructions coaches for history courses (Fall and Spring – 4 coaches each semester).	\$10,000
4. Cross-listing Ethnic Studies courses with other areas of study	0
5. Develop an Introduction to Social Sciences course and a Success in History course	0
6. Develop a 1 unit, 8-week link class which would be a writing workshop to help students with the history assignments they are doing for their classes	0
Total	\$190,000