

# PROGRAM REVIEW HISTORY

2015-2016



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## SELF-STUDY TEMPLATE

**1.1 Introduction.** Introduce the program. Include the program's catalogue description, its mission, the degrees and certificates offered, and a brief history of the program. Include the number and names of full-time faculty, adjunct faculty, and classified staff. Discuss any recent changes to the program or degrees (*limit to 2-3 pages max*).

The History program emphasizes the development of various societies through a chronological study of the major social, political, economic and cultural forces that have shaped these societies. Students in this program may study a variety of historical fields including: United States, World, Western Civilizations, African-American, Mexican-American, California and Women's History.

The History program offers students an Associate of Arts for Transfer degree, which is designed for students who plan to earn a Bachelor's degree in History at a California State University campus. However, students may also complete History courses to fulfill other local degree requirements, as well as those required in the IGETC transfer pattern. Additionally, courses such as California History, which is required for the California Teaching Credential, continue to serve students in our service area who are planning to enter or who are enrolled in credential programs at both public and private colleges and universities.

The History program has existed since the inception of the College, but has, in the last few decades, changed in significant ways. Specifically, like many college and university History programs, the Solano Community College program has shifted from a Euro-centrally based program and curriculum to courses and a degree program that is centered on the intersections and impact of race, class and gender, as well as an emphasis on globalization. Additionally, predominant pedagogy in the department has changed from an over-reliance on memorization of facts and multiple choice test to assess knowledge (prevalent in the 1970's and '80's) to an approach that requires students to read, think and write critically about primary sources, which are the foundational to the discipline itself. While prescriptive and rigorous University of California articulation standards, which UC has and will likely continue to monitor at the course and instructor level, demands this approach and method of assessment, the department is also fully committed to providing students with opportunities to improve these critical skills as they master course content.

The History department has also changed over the last few decades. Until 1990 the department was entirely composed of men; today, the department includes an equal number of full-time male and female instructors. A host of adjunct faculty have also taught in the program, as the demand for History courses requires multiple schedule offerings that necessitate an over-reliance on adjunct faculty that often outnumber full time faculty by two to one.

In recent years, the History department has been at the forefront of significant and innovative academic initiatives. In the 1990's the department helped found the Learning Communities program and wrote and participated in several major grant funded studies that established and produced the research to validate the efficacy of Learning Communities. In addition, the department piloted supplemental instruction as well as embedded tutoring for students in online History courses. More recently, under the leadership of Dale Crandall-Bear, the History department has led the campus in its efforts to develop more rigorous and robust reviews of online courses, the transition to the Canvas Learning Management System (LMS), and currently, a "21st Century Classroom" project focused on re-designing traditional lecture classrooms into active learning spaces.

**1.2 Relationship to College Mission and Strategic Goals.** Describe the program’s relationship to the overall mission of the college: “Solano Community College educates an ethnically and academically diverse student population drawn from our local communities and beyond. We are committed to help our students to achieve their educational, professional and personal goals centered on thoughtful curricula in basic skills education, workforce development and training, and transfer level education. The College accomplishes this three-fold mission through its dedicated teaching, innovative programs, broad curricula, and services that are responsive to the complex needs of all students.”

The History program and course offerings most directly relate to the transfer mission stated in the College’s mission. In addition, the program’s multicultural focus serves the needs of the diverse student population from the local communities and beyond. The breadth of offerings combined with a focused, integrated and efficient curriculum provides students with well-designed pathways that not only meet their transfer goals, but also enable them to become informed and globally aware citizens.

Using the matrix provided in Table 1, describe which of SCC’s Strategic Directions and Goals the program supports. Address only the goals relevant to the program. *Limit evidence to one paragraph per objective.*

Table 1. SCC’s Strategic Directions and Goals

<b>Goal 1: Foster Excellence in Learning</b>
<p>Obj. 1.1 Create an environment that is conducive to student learning  <i>Program Evidence:</i>            High head counts and fill rates that indicate strong demand for the courses and program, which also indicates that access is being provided to significant number of students; retention rates speak to evidence of environment conducive to student learning.</p> <p>Faculty in the History department have spent the last several years developing new approaches to teaching history that enhance student learning and engagement. These include more engagement with actual sources in history (primary sources), more inclusive, multi-cultural materials and innovative, engaging teaching methods to supplement traditional lecture (group discussions, multimedia presentations, etc.).</p>
<p>Obj. 1.2 Create an environment that supports quality teaching  <i>Program Evidence:</i>            As mentioned the department has been at the forefront of teaching innovations and student support initiatives on campus, including Learning Communities, Distance Education, Supplemental Instruction, embedded tutoring, and 21<sup>st</sup> Century Classrooms, etc...We also have made efforts to include adjunct faculty in department discussions, provide them with professional support and resources, and help them meet academic standards expected in the department and by our transfer institutions. We have insisted upon careful screening and selection of adjunct and strive to avoid last-minute emergency hires.</p>

Obj. 1.3 Optimize student performance on Institutional Core Competencies  
*Program Evidence:* Courses in History meet several of the College's Institutional Core Competencies including communication, critical thinking, and global awareness. Students who take courses in History engage in rigorous requirements in writing which encourage their ability to communicate thoughts, ideas, and historical facts. Reading assignments include college level texts, monographs, and primary sources which foster students' ability to assess, analyze, and interpret historical arguments and think critically about the historical past. Courses in United States, Western Civilizations, World History, Mexican-American, African-American, and Women's History emphasize a multicultural perspective of the past and contribute to students' greater awareness of global issues and their historical complexities.

## Goal 2: Maximize Student Access & Success

Obj. 2.1 Identify and provide appropriate support for underprepared students  
*Program Evidence:*  
SLO assessments have indicated that students need more scaffolding of assignments to gradually increase complexity and rigor of assignments – faculty have adjusted to incorporate these approaches.

Obj. 2.2 Update and strengthen career/technical curricula  
*Program Evidence:*  
[NA]

Obj. 2.3 Identify and provide appropriate support for transfer students  
*Program Evidence:*  
The program is primarily focused on preparing students for transfer. Evidence of the support for this can be seen in two examples: 1) consistent focus in all courses on the skills students need to succeed in our college level courses (i.e., emphasis on reading, writing and critical thinking); 2) development of the Associate Degree for Transfer, which provides an efficient pathway for students.

Obj. 2.4 Improve student access to college facilities and services to students  
*Program Evidence:*  
We have focused on increasing student access to services primarily through strategic scheduling and development of online classes. All of our key transfer survey courses are now online. We are working to schedule our classes at the best times for students.  
  
We also coordinate with the Disability Services Program and the Student success Center to promote these resources to our students. Information on these services are now a regular part of our syllabi.

### Goal 3: Strengthen Community Connections

#### Obj. 3.1 Respond to community needs

*Program Evidence:*

The department participated in the Teaching American History grant project directed by the UCD History department, and which focused on helping teachers at Solano County middle and high schools develop skills in using primary sources in their classrooms. SCC department faculty delivered lectures, and provided curricular materials to Solano County history teachers as part of this project.

#### Obj. 3.2 Expand ties to the community

*Program Evidence:*

The History Department will not be able to initiate any programs to foster ties to the community until we augment our FT staff. We are down 50% in FT instructors and the remaining instructors are busy coping with teaching loads and department administration.

### Goal 4: Optimize Resources

#### Obj. 4.1 Develop and manage resources to support institutional effectiveness

*Program Evidence:*

The History program primarily relies on human resources to carry out its functions and purposes. High demand for courses with large class caps and multiple sections each term requires a significant pool of adjunct faculty. The department has been vigilant in maintaining a reliable pool of highly qualified and skilled adjunct faculty.

The department has also managed its technological resources effectively and actively participates in the “21<sup>st</sup> Century Classroom” project (see Obj. 4.3, below)

#### Obj. 4.2 Maximize organization efficiency and effectiveness

*Program Evidence:*

History Department fill rates are at or above campus average.

Our schedule of course offerings shows a healthy balance between main campus courses and courses offered at the centers, at Travis, in the evenings and online.

#### Obj. 4.3 Maintain up-to-date technology to support the curriculum and business functions

*Program Evidence:*

History faculty are participating in the 21<sup>st</sup> Century Classroom project, which explores new classroom designs that facilitate active learning. Fully mobile desks and chairs allow for varied configurations, allowing students to work in groups throughout the class period. Laptop computers and whiteboards positioned around the room allow students to collaborate during class-time, while the instructor facilitates discussions and research. The design optimizes the “flipped classroom” model, while allowing instructors maximum flexibility to individualize their instruction to fit their own needs and their students’ needs.

**1.3 Enrollment.** Utilizing data from Institutional Research and Planning (ITRP), analyze enrollment data. In table format, include the number of sections offered, headcounts, the full-time equivalent enrollment (FTES), and the WSCH for each semester since the last program review cycle. If data is available for the number of declared majors in the discipline, please include as well. Compare the enrollment pattern to that of the college as a whole, and explain some of the possible causal reasons for any identified trends.

		Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015
<b>Total</b>	Scheduled Sections	9	28	26	30	31	8	28	30	14	30	32
	Actual Sections	9	28	26	30	31	8	28	30	14	30	32
	Total FTEF	1.80	5.60	5.20	6.00	6.20	1.60	5.60	6.00	2.80	6.20	6.40
	Total FTES	38.1	133.6	121.7	121.3	109.3	24.9	114.2	131.2	43.8	118.8	114.8
	Total WSCH	1,143	4,008	3,651	3,639	3,279	746	3,426	3,935	1,313	3,565	3,444
	Avg LOAD	635	716	702	607	529	466	612	656	469	580	538
	Avg FILL	86.9	98.5	99.7	83.6	74.4	65.8	84.5	83.9	68.2	84.0	77.1
	Avg Max Enroll	50	49	47	48	48	50	48	47	48	47	47

**Section Counts**

Table below shows the count of number of sections offered of a particular course within History. Any courses that are part of a cross-list group are marked with an "x". Further information on scheduling patterns of cross listed courses can be found in section 2.9 "Fill Rates, Class Size and Efficiency".

	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014
Total	30	27	9	28	26	30	31	8	28	30	14	30
HIST 002	1	2		2	2	1	2		2	2	1	2
HIST 003	2	1	1	2	1	2	2		2	2	1	2
HIST 004	1	1	1	1	1	1	1		1	1		1
HIST 005	2	1		1	1	1	1		1	1		1
HIST 010							1				1	1
HIST 017	8	10	3	9	7	11	8	4	10	8	5	8
HIST 018	11	8	4	9	9	9	10	4	7	10	4	10
HIST 028	2			2		2			2	1		2
HIST 029		2			2		2			1		
HIST 030	1											
HIST 031		1			1		1					
HIST 037	2	1		2	2	3	3		3	4	2	3

## Headcounts

Table below shows the count of number of students enrolled in a particular course within History. The total shows the number of students within the entire discipline.

	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014
<b>Total</b>	1,289	1,135	356	1,248	1,148	1,181	1,064	260	1,111	1,155	443	1,158
<b>HIST 002</b>	44	88		96	84	41	95		72	96	39	75
<b>HIST 003</b>	96	39	35	79	49	88	60		84	81	41	88
<b>HIST 004</b>	50	35	36	43	38	47	40		37	25		39
<b>HIST 005</b>	91	50		45	45	35	42		34	42		23
<b>HIST 010</b>							29				35	36

	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014
<b>HIST 017</b>	382	422	124	446	326	458	309	129	447	378	156	355
<b>HIST 018</b>	472	358	166	407	424	382	328	134	309	378	135	405
<b>HIST 028</b>	78			78		61			54	14		55
<b>HIST 029</b>		84			74		56			29		
<b>HIST 030</b>	37											
<b>HIST 031</b>		43			39		26					
<b>HIST 037</b>	68	50		84	94	105	114		110	153	50	117

## FTES

Table below shows the count of number Full Time Equivalent Students (FTES) generated in a particular course within History. The total shows the total FTES for the entire discipline. 1 FTES is equivalent to 525 hours of instruction.

	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014
<b>Total</b>	131.5	116.8	35.0	127.8	117.1	121.3	109.3	24.8	114.1	131.0	43.8	118.8
<b>HIST 002</b>	4.4	8.8		9.6	8.4	4.1	9.5		7.2	9.6	3.9	7.5
<b>HIST 003</b>	9.6	3.9	3.5	7.9	4.9	8.7	6.0		8.3	8.1	4.1	8.7
<b>HIST 004</b>	5.0	3.5	3.6	4.3	3.8	4.7	3.9		3.7	2.5		3.9
<b>HIST 005</b>	9.1	5.0		4.5	4.5	3.4	4.2		3.3	4.1		2.3
<b>HIST 010</b>							2.9				3.5	3.6
<b>HIST 017</b>	38.2	42.2	12.0	44.6	32.5	45.7	30.8	12.2	44.6	37.6	14.9	35.3
<b>HIST 018</b>	47.0	35.8	15.9	40.7	42.4	38.1	32.8	12.5	30.6	45.2	12.8	40.3
<b>HIST 028</b>	7.7			7.8		6.1			5.4	2.8		5.5
<b>HIST 029</b>		8.3			7.3		5.5			5.8		
<b>HIST 030</b>	3.7											
<b>HIST 031</b>		4.3			3.9		2.6					
<b>HIST 037</b>	6.8	5.0		8.4	9.4	10.5	11.1		11.0	15.3	4.6	11.7

The History Department and the college as a whole have undergone a decrease in enrollments since Fall 2011. As compared to 1,248 students enrolled in History courses in Fall 2011, there were only 1,158 students enrolled in History courses in the Fall 2014. Nonetheless, the decrease in enrollments in our History courses appears to be less dramatic than the decrease in campus-wide enrollments. With total number of History sections averaging 30, the decrease averages about 3 students per section. Thus, it appears that History courses have maintained strong enrollments as compared to the college as a whole.

Furthermore, there was a notable increase in enrollments in U.S. History 17 and 18 from Spring 2013 to Spring 2014. These courses comprise our core transfer-level offerings to CSU and UC. In 2013, enrollments for History 17 equaled 309 students in 8 sections while enrollments increased to 378 in the same number of sections for Spring 2014. In 2013, enrollments in History 18 equaled 328 students in 10 sections while enrollments increased to 378 in the same number of sections for Spring 2014. This increase may reflect part of a larger campus-wide increase in enrollments as we did not make any major changes to our program. However, since 2013, the department has increased its online course offering in U.S. history. In the same time period, enrollments in History 37 (Women's History) have remained consistently robust and routinely meet fill rates given that History 37 meets both the American Institutions and multicultural requirements at CSU. Subsequently, the department has increased the number of sections offered each semester.

In the last several years, both face-to-face and online enrollments in History 4 (Western Civilization) have declined while enrollments in History 2 (World History) have increased. For example, in the spring of 2013 enrollments in History 4 equaled 40 students in a total offering of one section while they declined to 25 students in a total offering of one section in Spring 2014. This appears to reflect a statewide trend and increasing interest in World History. We plan to retain the Western Civilization survey in our course offerings, with at least one offering of each class per semester.

Enrollment in History 31 (Mexican-American) has dropped significantly since 2013. In Spring 2011 and Spring 2012, the course met an average fill rate of nearly 100%. In Spring 2013, enrollments in History 31 declined to 26 students and since then have continued to decline. It is possible that the decline is due to the fact that History 31 does not fulfill the American Institutions requirement, which is necessary for CSU transfer. Given the increasing costs of higher education, students appear to be moving away from elective courses and choosing more courses that meet transfer and degree requirements. The department is considering offering History 31 online and/or a possible late start offering.

The department continues to expand its online course offerings to meet student demand. Our online courses display consistently high fill rates. Currently, the department offers History 17, 18, 2, 3, 4, 5, and 10 online and recently added History 37 to its online course offerings.

***1.4 Population Served.*** Utilizing data obtained from Institutional Research and Planning, analyze the population served by the program (gender, age, and ethnicity) and discuss any trends in enrollment since the last program review. Explain possible causal reasons for these trends, and discuss any actions taken by the program to recruit underrepresented groups.

The History Department serves a higher percentage of female students as compared to male students as is consistent with the college ratio. There is however a slightly higher percentage of male students enrolled in History courses as compared to the college percentage. An average of

44% of History students are male as compared to the college's average of 40%. In contrast, 55% of History students are female as compared to the college's average of 59% for the same period. It is interesting to note, however, that female enrollment rates are higher during our summer sessions as compared to male enrollment rates which decrease during the summer sessions. It is not clear what contributes to this trend.

The greatest percentage of students in History courses range between ages 18-25, comprising 77% of students enrolled in our courses. This average differs slightly to the college data which shows that 64-65.9% of students fall within this age group. Roughly 8% of students enrolled in History courses fall between the ages of 26-30 while less than 5 % of History students are over the age of 30. This is likely due to the fact that the majority of our students take History courses as part of their transfer education requirements and many of our students have just recently graduated from high school. Summer enrollments tend to reveal an increase in students over the age of 30. This is likely due to the fact that a greater number of educators take our courses in the summer as part of updating their K-12 credential requirements. The History department may be able to better draw from an older student population and from adults who work full-time by offering more evening, online, or Saturday classes.

Student enrollments in History courses according to ethnicity appear to reflect the general ethnic composition of the college's student population. Roughly 34% of History students identify themselves as white, with a range of 19-24% identifying themselves as Hispanic, 15-18% as black, 15-18% as Asian or Pacific Islander, and 2-3% as Native American.

**Population Served**

1.4

**% Enrollment by Gender**

	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014
Female	53%	52%	60%	53%	53%	55%	55%	57%	56%	57%	64%	56%
Male	46%	47%	39%	46%	46%	44%	44%	42%	44%	42%	35%	43%
Not Reported	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	2%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**% Enrollment by Student Age**

	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014
0-17	4%	1%	8%	6%	1%	3%	3%	6%	5%	2%	7%	6%
18-25	77%	77%	62%	73%	77%	75%	75%	66%	73%	75%	56%	70%
26-30	8%	9%	11%	9%	8%	8%	8%	13%	9%	10%	17%	10%
31-35	4%	5%	7%	4%	4%	5%	6%	4%	5%	5%	8%	5%
36-40	3%	2%	4%	2%	3%	3%	2%	5%	3%	3%	5%	2%
41-45	2%	3%	3%	2%	2%	2%	2%	2%	2%	3%	3%	2%
46+	3%	3%	4%	3%	4%	4%	4%	4%	4%	3%	5%	5%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**% Enrollment by Ethnicity**

	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Am. Indian or Alaskan Native	2%	2%	5%	3%	3%	3%	2%	2%	3%	2%	2%	3%
Asian or Pacific Islander	15%	14%	20%	15%	14%	18%	17%	18%	21%	19%	18%	18%
Black Non-Hispanic	15%	16%	14%	15%	13%	15%	16%	16%	16%	16%	17%	18%
Hispanic	18%	16%	19%	19%	23%	22%	24%	27%	22%	22%	22%	24%
Other	16%	22%	11%	15%	12%	8%	6%	5%	4%	4%	2%	2%
White Non-Hispanic	34%	29%	30%	34%	35%	34%	34%	32%	35%	37%	38%	34%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**% Enrollment by Student Type**

	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014
Continuing	73%	83%	69%	72%	83%	68%	78%	70%	71%	80%	55%	59%
First Time Student	14%	4%	4%	15%	4%	16%	5%	5%	12%	5%	8%	19%
First Time Transfer	5%	5%	10%	6%	4%	5%	6%	12%	6%	6%	14%	9%
Returning	7%	7%	10%	6%	7%	10%	9%	8%	9%	8%	16%	11%
Special Admit Student K-12	1%	1%	7%	1%	1%	1%	2%	5%	2%	1%	7%	2%
Uncollected/Unreported	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Total</b>	<b>100%</b>											

**SCC—total number of students enrolled by semester:**

Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014
11,836	11,965	4,761	11,033	10,814	9,596	9,738	4,001	9,411	9,537

We don't believe that there is any need to reach out to underrepresented groups as our enrollments proportionally reflect the ethnic composition of our college's student population.

**1.5 Status of Progress toward Goals and Recommendations.** Report on the status of goals or recommendations identified in the previous educational master plan and program review.

Table 2. Educational Master Plan

Educational Master Plan	Status
Assess need for increase course offerings, online and face to face, and expand course offerings as warranted by data.	Ongoing analysis of enrollments inform a 3-year projection of planned course offerings. We strive to offer courses in the time-slots and modalities (FF/OL) that will maximize enrollments.
Align content curriculum with SLOs and PLOs and creating common SLO-based rubrics will ensure students must demonstrate mastery of specific goals and course expectations as designed by the department.	Being done in the course of SLO assessments

The development of a tutoring or supplemental instruction program will support the increased enrollment of basic skills students in History transfer level courses for online and face-to- face courses.	No funding is currently available. Given limited staff, no strategic proposals have been initiated at this time.
Assess need for hiring full-time History instructor. Make appropriate recommendations.	Working with Dean on replacement hires for retiring FT faculty.

Table 3. Program Review Recommendations

Program Review Recommendations (Previous Cycle)	Status
Explore English pre-requisite in the major survey courses (History 2,3,4,5,17,18)	Continue to discuss; not ready for action in this item
SLO assessments show a need for supplemental instruction	Explore tutoring program of OEI as a possible way of offering supplemental instruction to our students.

**1.6 Future Outlook.** Describe both internal and external conditions expected to affect the future of the program in the coming years. Include labor market data as relevant for CTE programs (*limit to one page or less*).

The discipline of History will continue to be a core transfer and degree subject area.

Internal Issues:

It will be essential to the future of the History Program to restore the full complement of full-time faculty. Our normal staffing level is four full-time faculty. The retirements of Diane White and Sal Codina in Spring 2015 have reduced our full-time staff to two. We are presently relying on a fluctuating pool of adjuncts, which makes consistent scheduling difficult. As we look to expand our online course offerings in Women’s History, we do not presently have any approved faculty to teach History 37 online.

The department will continue to explore the issue of class maximums to see if there is an optimal number that maintains FTE, but also gives the faculty the opportunity to adequately assess the large amounts of student writing assignments that are a required part of our courses.

We will continue to discuss the possibility of instituting an English pre-requisite for our courses through our Curriculum Review process; currently we only have a class advisory which states that students are eligible for English 1, with the exception of the advisory for History 37. As stated in other areas of our self-study, instituting an English 1 pre-requisite could affect enrollments and also disproportionately impact underrepresented groups who have not yet passed their English 1 requirements. We would also like to revise the prerequisite for History 37 so that it corresponds with the pre-requisites for all of our other courses.

#### External Issues:

The department shall continue to monitor our transfer and articulation agreements to respond to any changes made by the 4-year institutions.

We welcome the upcoming Online Education Initiative, particularly the course exchange. We will be working with our online history instructors to see which courses can be submitted to the OEI course exchange. We currently have four full-time and adjunct faculty who have developed online courses.

Lastly, we are monitoring, the recent proposal for “dual credit courses”, where high school students can receive dual credit for taking college level survey courses taught by high school faculty. Members of our department would agree to work closely with high school faculty by sharing curriculum and examination materials for a small stipend. We will continue to explore this issue and voice our concerns where appropriate.

## CURRICULUM DEVELOPMENT, ASSESSMENT, AND OUTCOMES

### Program Learning Outcomes

**2.1** Using the chart provided, list the Program Learning Outcomes (PLOs) and which of the “core four” institutional learning outcomes (ILOs) they address. In the same chart, specifically state (in measurable terms) how your department assesses each PLO. For example, is there a capstone course (which one), is it a passing grade on certain assignments or exams that demonstrate acquisition of the PLO, is it acquiring specific skills necessary for a licensing exam, completing a portfolio, etc.?

Table 4. Program Learning Outcomes

Program Learning Outcomes	ILO (Core 4)	How PLO is assessed
<p>Recognize and define a variety of major economic, social, cultural and political events and trends in history.</p>	<p>II</p>	<p>PLO assessments based on an aggregate of course SLO assessments in History 2, 3, 4, 5, 10, 17, 18, 28, 29, 31, and 37.</p> <p>Success criterion for measuring PLOs is defined as courses in which 70% of students effectively demonstrate students' ability to recognize and define a variety of major economic, social, cultural, and political events and trends in history. Assessments are measured using exam essays utilizing primary and secondary sources in the analysis of historical events.</p>
<p>Analyze the significant causal factors that contributed to the shaping of a variety of historical movements, events and trends.</p>	<p>II</p>	<p>PLO assessments based on an aggregate of course SLO assessments in History 2, 3, 4, 5, 10, 17, 18, 28, 29, 31, and 37.</p> <p>Success criterion is defined as courses in which 70% of students effectively demonstrate their ability to analyze the significant causal factors that contributed to the shaping of a variety of historical movements, events and trends. Students should be able to identify long-term effects of phenomena such as racial discrimination or industrialization in United States history courses. Available data show that History 18 (86% success), History 37 (76% success), and History 10 (74%) had at least 70% of students who met the criteria of C or better, while History 17 had a 58% success rate. Students who did not meet the criteria showed difficulty developing more "linear," or direct, cause-effect connections and analyses of any substantial nature. These students could not describe clear main historical causal factors, supply specific examples to support their assertions or tie evidence to their main argument. Data for History 17, however, are older than 3 years and may not reflect current student outcomes.</p>

Interrogate and analyze primary historical evidence, including textual documents, artifacts and visual images.	I, II	<p>PLO assessments based on an aggregate of course SLO assessments in History 2, 3, 4, 5, 10, 17, 18, 28, 29, 31, and 37.</p> <p>Success criterion is defined as courses in which 70% of students effectively demonstrate their ability to analyze primary historical evidence by achieving a passing grade in courses containing this PLO (i.e., all of our history courses). Our assessments for PLO 3 in History 2, 3, 4 &amp; 5 courses from 2011 to 2013 show, on average, 10% exceeded expectations, 70% met expectations and 20% did not meet expectations.</p>
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2.2 Report on how courses support the Program Learning Outcomes at which level (introduced (I), developing (D), or mastered (M))

Table 5. Program Courses and Program Learning Outcomes

Course	PL01	PL02	PL03
<b>HIST 002</b>	M	M	M
<b>HIST 003</b>	M	M	M
<b>HIST 004</b>	M	M	M
<b>HIST 005</b>	M	M	M
<b>HIST 010</b>	M	M	M
<b>HIST 017</b>	M	M	M
<b>HIST 018</b>	M	M	M
<b>HIST 028</b>	M	M	M
<b>HIST 029</b>	M	M	M
<b>HIST 031</b>	M	M	M
<b>HIST 037</b>	M	M	M

2.3 Utilizing table 6, describe the results of program learning assessments and any planned actions to increase student success where deficits were noted. Results should be both quantitative and qualitative in nature, describing student strengths and areas of needed improvement. Action plans should be specific and link to any needed resources to achieve desired results.

Table 6. Program Learning Assessments

<b>Program Learning Outcomes</b>	<b>PLO 1: Recognize and define a variety of major economic, social, cultural and political events and trends in history.</b>
<b>Date(s) Assessed</b>	Fall 2013
<b>Results</b>	A majority of students are meeting these PLO's, but a large percentage of students are still struggling with English composition skills necessary to complete our courses successfully.
<b>Action Plan</b>	<p>Planned action: We will develop and implement a pilot program for embedded tutors and supplemental instructors in our History courses.</p> <p>Support needed: The department needs funding for both embedded tutors and supplemental instructors. The history department would like to expand its Tutoring program. The history department would also like to reestablish the Supplemental Instruction Program at Solano College to more effectively prepare our students to succeed in our college/transfer level writing assignments. Additionally, this approach will provide a structure for internal skills scaffolding so that those students who have completed freshman composition will be provided with support to transfer those skills to history course</p>

<b>Program Learning Outcomes</b>	<b>PLO 2: Analyze the significant causal factors that contributed to the shaping of a variety of historical movements, events and trends.</b>
<b>Date(s) Assessed</b>	Fall 2013
<b>Results</b>	A majority of students are meeting these PLO's, but a large percentage of students are still struggling with English composition skills necessary to complete our courses successfully.
<b>Action Plan</b>	<p>Planned action: We will develop and implement a pilot program for embedded tutors and supplemental instructors in our History courses.</p> <p>Support needed: The department needs funding for both embedded tutors and supplemental instructors. The history department would like to expand its Tutoring program. The history department would also like to reestablish the Supplemental Instruction Program at Solano College to more effectively prepare our students to succeed in our college/transfer level writing assignments. Additionally, this approach will provide a structure for internal skills scaffolding so that those students who have completed freshman composition will be provided with support to transfer those skills to history course</p>

<b>Program Learning Outcomes</b>	<b>PLO 3: Interrogate and analyze primary historical evidence, including textual documents, artifacts and visual images.</b>
<b>Date(s) Assessed</b>	Fall 2013
<b>Results</b>	A majority of students are meeting these PLO's, but a large percentage of students are still struggling with English composition skills necessary to complete our courses successfully.
<b>Action Plan</b>	<p>Develop and implement a pilot program for embedded tutors. Incorporate embedded tutors in online and face-to-face history courses. Collaborate with counseling to better guide students regarding the rigor and academic expectations of history courses, particularly with respect to reading and writing requirements. Through collaboration with the Writing Lab or Basic Skills, offer workshops for students on how to more effectively prepare for exam essays and reading and writing about primary sources in analyzing causal factors. In addition, consider the possibility of re-establishing the Supplemental Instruction Program at Solano College to more effectively prepare our students to succeed in the transfer level writing assignments required in all of our history courses. Both Diane White and Michelle Arce successfully implemented the use of Supplemental Instructors in History 17 and History 18 before the programs was eliminated at Solano College.</p> <p>Support needed: We will need funding for embedded tutors and/ or supplemental instruction</p>

**2.4 Describe any changes made to the program or courses that were a direct result of program learning assessments.**

Smaller, more frequent writing assignments which require students to analyze primary sources are being piloted in History 2, 3, 4, and 5, and 17 and 18. These are designed to give the student more focused feedback on writing to apply to subsequent assignments.

Some instructors have also experimented with more frequent, low-stakes, practice quizzes to help students in their retention of economic, political, social and cultural events and in their ability to analyze and identify major causal factors in history.

Student Learning Outcomes

**2.5 Describe the current status of SLOs in your program. Are SLOs being updated as necessary? What is the planned assessment cycle (need to be assessed at least twice during the program review cycle)? Are assessment results driving course level planning? If deficiencies are noted, describe planned actions for change. Address how courses with multiple sections have been aligned so that a common tool is utilized to assess student learning outcomes; describe any steps taken to standardize measures.**

We have developed and are assessing SLOs in all of our history courses. We reviewed all course SLOs during our most recent Curriculum Review. We are considering changes to the SLOs for History 17, 18, 28, and 29. We have developed a schedule of regular assessments of our course SLOs and are doing our best to adhere to that schedule.

At the present time, we must also rely solely on adjunct faculty to assess History 10 and History 37 as we do not have any full-time faculty prepared to teach these subjects. Nonetheless, about 90% of our course assessments are up to date as of Fall 2015 and will continue to be updated in the Fall 2016. History 31 is the only course which is off the two-year assessment track due to the fact that it was not offered in 2014.

The department does not agree with the notion of standardized assessments across multiple sections of a course. We prefer to give our instructors the freedom to assess their SLOs as they see fit. In practice, the assessments of different instructors teaching sections of the same course are quite similar. All of our adjunct and full-time history faculty utilize a combination of long and short essay examinations to measure student learning outcomes in their courses.

**2.6 Review the course level SLOs completed by the program in the last year to ensure accuracy of information provided (core four, level of mastery, assessment tool, etc.). Note if any changes are needed.**

We reviewed all course SLOs during our most recent Curriculum Review and affirmed the accuracy of information provided. We did not see a need to make any changes in the SLOs, but will continue to address our SLOs effectiveness in discussion with new adjunct faculty.

**2.7 Describe any changes made to the program or courses that were a direct result of student learning outcomes assessments.**

History faculty are experimenting with different types of writing projects in order to overcome difficulties many students have with academic writing. We are assigning shorter, more focused writing projects, as preliminary exercises leading to the longer analytical essays required for our transfer and articulation agreements.

### Curricular Offerings

**2.8 Course offerings.** Attach a copy of the course descriptions from the most current catalogue. Describe any changes to the course offering since the last program review cycle (course content, methods of instruction, etc.) and provide rationale for deletion or addition of new course offerings. Also state whether a transfer degree has been established in accordance with SB 1440. Include a discussion of courses offered at Centers (Vacaville, Vallejo, Travis) and any plans for expansions/contraction of offerings at the Centers.

# History

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- HIST 002** **3.0 Units**  
**World History to 1500**  
*Course Advisory: Eligibility for English 001; SCC minimum Math standard.* An integrated study of world civilizations from their beginnings to 1500. Emphasis will be placed on a critical assessment of the cultural achievements, belief systems and economic, political and social structures of the major global civilizations. We will also study the interconnections that linked these cultures into an integrated world system during the early modern period. *Three hours lecture.*
- HIST 003** **3.0 Units**  
**World History Since 1500**  
*Course Advisory: Eligibility for English 001; SCC minimum Math standard.* An integrated study of modern global history since 1500. Emphasis will be placed on the emergence of an interconnected world system in the modern era and the impact of that system on societies and cultures around the globe. The ongoing tension between tradition and modernity 'shaped by wars, revolutions, and economic transformations' forms the central theme of the course. C-ID HIST 160. *Three hours lecture.*
- HIST 004** **3.0 Units**  
**History of Western Civilization to 1500**  
*Course Advisory: Eligibility for English 001.* Survey of the history of the development of western culture and civilization to the Reformation. Emphasis will be on analyzing the major social, political, economic and cultural forces which have shaped European societies. C-ID HIST 170. *Three hours lecture.*
- HIST 005** **3.0 Units**  
**History of Western Civilization Since 1500**  
*Course Advisory: Eligibility for English 001.* Survey of the history of western civilization from 1500 to the present. Emphasis will be on analyzing the major social, political, economic and cultural forces which have shaped modern European history. C-ID HIST 180. *Three hours lecture.*
- HIST 010** **3.0 Units**  
**California History**  
*Course Advisory: Eligibility for English 001.* Survey of California history from the pre-colonial, Native American period to the modern state. Particular emphasis will be placed on the interplay of geographic, economic, political, social and cultural forces that shaped both the development of this diverse state and the experiences of a wide range of peoples who have inhabited it. *Three hours lecture.*
- HIST 017** **3.0 Units**  
**History of the United States to 1877**  
*Course Advisory: Eligibility for English 001.* This course is a survey of the history of the United States from its Native American, African and European origins through the period of the Civil War and Reconstruction. Emphasis is placed on the analyzing the major economic, social, political, and cultural events, movements and trends that shaped historical developments, examining cause and effect relationships and interpreting primary and secondary sources. C-ID HIST 130. *Three hours lecture.*
- HIST 018** **3.0 Units**  
**History of the United States from 1865**  
*Course Advisory: Eligibility for English 001.* This course is a survey of the history of the United States from Reconstruction to the present. It examines the major economic, social, political, and cultural events that shaped the United States and their impact on American life. This course also examines the United States' increasing involvement in world affairs. Special emphasis is placed on analyzing the cause and effect relationships in U.S. history and on the historical interpretation of events and trends in U.S. history. C-ID HIST 140. *Three hours lecture.*
- HIST 028** **3.0 Units**  
**African American History to 1877**  
*Course Advisory: Eligibility for English 001.* This is a survey course of the African-American experience in the United States from African origins to 1877. An emphasis is placed on the role of Africans in the settlement of North America, a comparison of colonial slave systems, and African-American strategies of resistance and self-help. The course will examine the contributions of African Americans to the social, political, and economic development of the United States. *Three hours lecture.*

**HIST 029** **3.0 Units**  
**African American History Since 1865**  
*Course Advisory: Eligibility for English 001.* This course is a survey of the political, social, and economic history of African Americans from Reconstruction (1865) to the present. An emphasis is placed on the transition of African Americans from slavery to freedom, segregation, migration and urbanization, black ideology and leadership, and African American protest movements of the twentieth century. The course will closely examine the role of African-Americans in shaping the American nation. *Three hours lecture.*

**HIST 037** **3.0 Units**  
**Women in American History**  
*Course Advisory: Successful completion of English 001 with a minimum grade of C.* A multi-cultural survey of American history from pre-colonial times to the present examining the impact of ethnic and cultural diversity, class, and gender on the lives of women. *Three hours lecture.*

**HIST 031** **3.0 Units**  
**Mexican American/Chicano History**  
*Course Advisory: Eligibility for English 001; SCC minimum Math standard.* A survey of Mexican American/Chicano history from the pre-Columbian civilizations of Mexico to the present. Course will emphasize the economic, social, cultural, and political conditions and events that have shaped the history of Mexican Americans/Chicanos in the United States. Special attention is given to the contributions of Mexican Americans and Mexican immigrants to the multi-cultural development of the United States. *Three hours lecture.*

The History ADT was approved by the chancellor's office 10-22-14 and was included in the 2014-2015 catalog.

The History Department conducted a full review of our course offerings during our last Curriculum Review cycle. Since our last review cycle, we deleted History 30 (History of Mexico) due to low enrollments and class cancelations. At the same time, we increased the number of sections of History 37 (Women's History) to meet increased student demand. History 37 meets multiple requirements in Arts and Humanities and Social Sciences for UC and CSU transfer. As stated in other areas of our self-study, we have added two new courses to our online offerings (History 37 and History 10).

Additional changes to our course offerings include moving our African-American history classes (History 28 & 29) from the Vacaville Center to the Main campus following several semesters of lower fill rates at the center. Fill rates in African-American history have subsequently increased. We continue to offer sections of United States History and Women's History at all of our center locations including Travis, Vacaville, and Vallejo. The department is also investigating the feasibility of extending our U.S. survey course offerings to CSP-Solano.

**2.9 Fill rates/Class size.** Based on data from ITRP, discuss the trends in course fill rates and possible causes for these trends (include comparison/analysis of courses by modality if applicable). Address how the size of classes affects courses and if there are any necessary adjustments to course classroom maximums. If there are courses that are historically under-enrolled, discuss strategies that might increase enrollment.

		Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015
<b>Total</b>	<b>Scheduled Sections</b>	9	28	26	30	31	8	28	30	14	30	32
	<b>Actual Sections</b>	9	28	26	30	31	8	28	30	14	30	32
	<b>Total FTEF</b>	1.80	5.60	5.20	6.00	6.20	1.60	5.60	6.00	2.80	6.20	6.40
	<b>Total FTES</b>	38.1	133.6	121.7	121.3	109.3	24.9	114.2	131.2	43.8	118.8	114.8
	<b>Total WSCH</b>	1,143	4,008	3,651	3,639	3,279	746	3,426	3,935	1,313	3,565	3,444
	<b>Avg LOAD</b>	635	716	702	607	529	466	612	656	469	580	538
	<b>Avg FILL</b>	86.9	98.5	99.7	83.6	74.4	65.8	84.5	83.9	68.2	84.0	77.1
	<b>Avg Max Enroll</b>	50	49	47	48	48	50	48	47	48	47	47

Fill rates for our History courses average between 74% to 98% during the regular semester with lower fill rates occurring during summer sessions. Fill rates in our U.S. history survey courses 17 and 18 are consistently strong with only lower fill rates at the Vacaville and Vallejo Centers reflecting a campus-wide trend. Face-to-face courses with smaller fill rates like History 10 have been moved to an online modality to reach a wider student population. The department also moved its African-American history course offerings (History 28 and 29) at the Vacaville Center back to the Main campus in order to increase class fill rates. The department continues to experiment with alternate times in which courses are offered in order to maximize fill rates in all of its courses. Fill rates in Mexican-American History (31) are also consistently lower. The department is considering a new online modality of this course offering so as to appeal to a wider population of students. In the event that other modalities are not successful, Mexican-American history may be deleted from our program. The consequence of the course deletion would also impact other major on campus including the Ethnic Studies major and thus it is with great caution that the department eliminate History 31. Lastly, we are exploring the alternative of creating a new course in Race, Ethnicity, and Gender in the U.S. to replace Mexican-American History. This course would more broadly focus on the experiences of minorities and women in the United States while also including the Mexican-American Experience. The course is currently offered at Napa Valley College and is both UC and CSU transferable. Western Civilization courses (History 2 and 3) also appear to have lower fill rates than the department average while fill rates in our World History are consistently healthy. This development may reflect also a wider shift in the discipline of History and greater emphasis on World History and global studies of history.

All online modalities of our courses across subjects often reveal a 98-100% fill rate on average although the data is not currently available for this study.

**2.10 Course sequencing.** Report on whether courses have been sequenced for student progression through the major, how students are informed of this progression, and the efficacy of this sequencing. Report on whether curriculum is being offered in a reasonable time frame (*limit to one or two paragraphs*).

History courses are not sequenced. All history courses have an equal level of academic expectations. History courses do not serve as pre-requisites for other history courses. Scaffolding and sequencing of basic skills leading to more advanced academic work takes place within each course. There are no plans to create a capstone course. We do not have a critical mass student population who need a capstone course at this time. Students enroll in history courses according to the areas of the degree requirements they meet including Social and Behavioral Sciences, Cross-Cultural or American Institutions requirements.

SCHEDULE PLANNING TABLE: History

Required	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016
002	M (D), OL,	OL,	M (D), OL,	M (D), OL,	OL,	M (D), OL,
003	VV (D), OL,	OL,	VV (D), OL,	VV (D), OL,	OL,	VV (D), OL,
004	M (D),		M (D),	M (D),		M (D),
005	OL,		OL,	OL,		OL,
017	M (D), VV (D, E, Sat), VJ (D), TRA (E), OL,	OL(2), M (D), VV (eve), VJ (D),	M (D), VV (D, E, Sat), VJ (D), TRA (E), OL,	M (D), VV (D, E, Sat), VJ (D), TRA (E), OL,	OL(2), M (D), VV (eve), VJ (D),	M (D), VV (D, E, Sat), VJ (D), TRA (E), OL,
018	M (D, E), VV (D, E), VJ (D), OL,	OL, M(D,), VV (E), VJ D),	M (D, E), VV (D, E), VJ (D), OL,	M (D, E), VV (D, E), VJ (D), OL,	OL, M(D,), VV (E), VJ D),	M (D, E), VV (D, E), VJ (D), OL,

Electives	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016
010		OL	OL		OL	OL
028			M (D), VV (D), VJ (E)			M (D), VV (D), VJ (E)
029	M (D), VV (D), VJ (E)			M (D), VV (D), VJ (E)		
<del>030</del>						
031	M (D)			<del>M (D)</del>		OL

037	M (D, E), VV (D), VJ (D),	VJ (eve), M (D)	M (D, E), VV (D), VJ (D),	M (2), VV, VJ,	VJ (eve), M (D)	M (D, E), VV (D), VJ (D), OL

Include locations:

M = Main campus, Fairfield

VV = Vacaville

VJO = Vallejo

OL = Online

TRA = Travis

OTH = Other

The History department has developed a multi-year scheduling plan to insure reasonable time frames for course offerings (see table above). In this plan, each course is reviewed to insure multiple offerings on the main campus and the centers, day and evening sections, weekend offerings and online courses. Note that some courses (History 4, 5, & 10) are becoming primarily online courses, due to limited enrollments in the face-to-face sections. Online, these courses are thriving.

**2.11 College Preparedness/Basic skills.** Describe the basic skills component of the program, including how the basic skills offerings prepare students for success in transfer-level courses. If your program doesn't have designated basic skills courses, then explain how your courses support fundamental writing and/or mathematic competencies. Analyze courses with course advisories, prerequisites and/or co-requisites to see whether this level of preparation supports student success.

All History courses currently have course advisories of completion of English 370 or eligibility for English 001. While success rates for students who have completed college level English are substantially higher than those who are one level below English 001 (i.e., average success rate of 74.06%), an average of 59.54% of students who have completed English 370 are nonetheless successful in History courses. The department has considered English 001 a prerequisite, but has decided against this for several reasons associated with maintaining students' access to History courses as well as concerns regarding equity. Specifically, institutional data indicates that the majority of students assess into pre-college level English courses and that many of these students never successfully complete English 001. Thus, establishing English 001 as a prerequisite would present a significant barrier for the majority of students' access to History courses, which also provide students with opportunities to build important skills in reading, writing and critical thinking. Additionally, given the participation and achievement disparities among minority students in English courses, which become more pronounced as the skill levels of courses increase, imposing a prerequisite of English 001 for History courses may disproportionately impact non-white students.

The History curriculum is one that is grounded in the examination and analysis of the experiences and contributions of diverse peoples around the globe. Thus, students learn about themselves, their nation and their world in History courses, all of which they will need in order to participate as informed global citizens of the 21<sup>st</sup> century. Limiting access to the History

curriculum because of unaddressed challenges for students in the developmental English sequence would be a disservice to the majority of students who benefit substantially by the opportunity to attempt History courses.

**2.12 Student Survey.** Describe the student survey feedback related to course offerings. In terms of the timing, course offerings, and instructional format, how does what your program currently offer compare to student responses?

Key findings from the student survey questions related to course offerings reveal:

- 41% of students take History courses to fulfill the general education requirements;
- 22% of students taking History courses do so for transfer purposes;
- 11% of students taking History courses do so to fulfill the requirements for a major.

In terms of campus or location preferences, students indicated that:

- The majority (48%) prefer to take courses at the Main/Fairfield campus;
- 37% prefer courses at Vacaville;
- 11% prefer courses at Vallejo;
- 4% prefer courses at Travis AFB

However, these indicated preferences may be influenced or driven by what course offerings students have found available at these locations, as opposed to a preference determined by residence or other personal preferences.

Forty-two (42) percent of students indicated that they prefer taking courses face-to-face while 31% reported that they prefer to take courses online.

Regarding scheduling patterns, the majority (44%) of those surveyed said that they prefer morning classes held between 9:00 and 11:00 AM. Again, these indicated preference may be influenced by when the majority of classes are offered and thus available, as opposed to personal preferences. Additionally, survey results may be skewed by the time slot of the classes in which a survey was administered. For example, students in a MWF 10AM class may be in that class at that time because that's when the course was offered, or they could be in that course because they preferred that time slot. Thus, the survey data is not conclusive where time scheduling preferences are concerned. However, in response to the question about overall satisfaction with the availability of courses in the department, 79% of students surveyed indicated that they were either very satisfied or satisfied.

Students did indicate strong interest in taking courses in an online format which have only been available face-to-face; namely, History 28, 29, 37 and 31. The most significant interest in an online offering was in History 37 (Women in American History) with 42% of students reporting an interest in this course if offered online. Notably, History 37 was approved for online in Fall 2015.

In terms of instructional format, which potentially includes an array of factors related to design, organization or arrangement, students' overall satisfaction with the quality of instruction is a significant indicator that the department is meeting the needs of students in the design of the courses, as well as the array and configuration of course scheduling. As noted above, a significant majority (79%) of students reported being satisfied with course offerings. Additionally, a full 81% of students – an overwhelming majority - indicated that they were either very satisfied or satisfied with the quality of instruction in the History department, which clearly

validates the consistently high quality of the instructional formats within and across the department.

**2.13 Four-year articulation (if applicable).** Utilizing the most current data from the articulation officer, and tools such as ASSIST.org, state which of your courses articulate with the local four year institutions and whether additional courses should be planned for articulation (*limit to one or two paragraphs*).

All of our History courses articulate with the CSU’s and UC’s. All of our history courses satisfy requirements in the areas of Arts and Humanities and/ or Social and Behavioral Sciences in the UC and CSU systems. The C-ID process has also been completed for History 2, 3, 4, 5, 17, and 18. Articulation agreements with local colleges appear to be up-to-date. For example, the following is our most current articulation agreement with CSU-Sacramento:

====History====

**A. REQUIRED LOWER-DIVISION COURSES:**

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**A minimum grade of "C-" or better is required for courses applied to the major.**  
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HIST 17A	US HISTORY 1607-1877	(3)		HIST 17	History of the United States to 1877	(3)
HIST 17B	US HIST 1877 TO PRESENT	(3)		HIST 18	History of the United States from 1865	(3)

**Select one of the following sequences:**

HIST 4	SURVY EARLY WEST CIVILZTN	(3)		HIST 4	History of Western Civilization to 1500	(3)
	<b>AND</b>				<b>AND</b>	
HIST 5	SURVY MODRN WEST CIVILZTN	(3)		HIST 5	History of Western Civilization Since 1500	(3)
	<b>OR</b>				<b>OR</b>	
HIST 50	WORLD CIVLZTN,BEGIN-1600	(3)		HIST 2	World History to 1500	(3)
	<b>AND</b>				<b>AND</b>	
HIST 51	WORLD CIVLZTN,1600-PRES	(3)		HIST 3	Modern World History	(3)

**2.14 High school articulation (if applicable).** Describe the status of any courses with articulation/Tech Prep agreements at local high schools. What (if any) are your plans for increasing/strengthening ties with area high schools and advertising your program to prospective students? (*limit to one or two paragraphs*).

Our linkages to area high schools are primarily a result of our long-standing participation in the California History Project, operated by the Department of History at U.C. Davis. Solano history faculty regularly give workshops and discuss new teaching methods with high school history instructors from across the region. We are also exploring the possibility of participating in a “dual credit” program with local area high schools so as to increase our ties

**2.15 Distance Education (if applicable).** Describe the distance education courses offered in your program, and any particular successes or challenges with these courses. Include the percentage of courses offered by modality and the rationale for this ratio.

All of our online courses must undergo a rigorous review process to ensure comparable academic rigor to our face-to-face offerings. We now offer the following courses online: History 2, 3, 4, 5,

10, 17, 18, & 37. About 25% of our courses are offered through an online modality. Enrollment data indicates a high demand for online G.E./transfer courses. We have observed that courses with lower face-to-face enrollments, such as History 10, significantly increase their enrollments when offered online.

However, the department makes careful considerations about its number of online offerings each semester so as not to draw from enrollments in our face-to-face courses. In addition, we would like to expand our online offerings in Women's History, but have recently lost our only faculty member approved to teach the course online. Likewise, California History, or History 10, is also taught by an adjunct faculty member, whom we are potentially subject to lose to a full-time position at another institution.

The department would thus greatly benefit from the hiring of a full-time faculty member well-qualified to teach a range of courses online.

**2.16 Advisory Boards/Licensing (CTE) (if applicable).** Describe how program curriculum has been influenced by advisory board/licensing feedback. How often are advisory board meetings held, provide membership information and what specific actions have been taken. Attach minutes from the past two years.

NA

## STUDENT EQUITY & SUCCESS

**3.1 Student Success.** Anecdotally describe how the program works to promote student success. Include teaching innovations, use of student support services (library, counseling, DSP, etc), community partnerships, etc.

Then, utilizing data from the office of Institutional Research and Planning, report on student success through course completion and retention data. Then, analyze by discipline success by gender, age, ethnicity, and on-line (may analyze other variables such as disability, English as a second language, day vs. night courses, etc. as appropriate).

Provide possible reasons for these trends *AND planned action to equalize student success.*

Trends (Fall 2010 to Fall 2015):

- Gender
  - In general, success rates for females and males varied within 10% of the institutional average.
  - Success rates for students “not reported” in this category were notably and predominantly below the institutional average; however, these are relatively low numbers of students (i.e., ranging from 2 to 21 students).
- By Major
  - Students with the strongest success rate patterns were declared as Biology, General Science and History Majors.
  - Students with the lowest success rates by majors were declared as Psychology, Criminal Justice-Law Enforcement, Liberal Arts and Early Childhood Education.
  - Analysis – Students taking science and history courses are likely required to engage in consistently more rigorous reading, writing and critical thinking assignments, which more thoroughly prepare them to succeed in the History program.

□ Ethnicity

- Generally, students in all categories of ethnicity tend to succeed in History courses at a rate that varies within 10% of the institutional average.
- American Indian/Alaskan Native succeeded at a rate above average in Fall 2011, Spring 2014 and Summer 2014).
- In regular semesters (Fall and Spring), American Indian/Alaskan Native and White students succeed at greater rates than non-white students, as the table below shows:

ETHNICITY	AVERAGE SUCCESS RATE
Amer. Indian/Alaskan Nat.	71.34 %
White	66.72 %
Asian Pacific Islander	64.68 %
Hispanic	51.56 %
Black/Non-Hispanic	49.41 %

The History Department is investigating methods to improve student success among African-American and Latino/ Hispanic students. We have developed a learning community with the UMOJA program that links a History 18 course with an Ethnic Studies course in Social Science. This specialized History 18 curriculum is taught with an emphasis on topics relevant to the African-American experience and targets reading, writing, and critical thinking skills that better enable African-American students to succeed in transfer-level courses. We hope that this format will address the lower success rate among Black/Non-Hispanic students. The UMOJA/ History 18 Learning Community has shown a robust student response in the first two years of offerings.

We are similarly seeking ways of improving student success among Latino/ Hispanic students as Latino/ Hispanic students show the least rates of success in History courses. One way in which the department might address these lower success rates is by linking one of our GE/ transfer education courses in United States History to a Learning Communities with English. Piloting a program which links History courses with Puente could target a student population which has traditionally struggled with English writing skills and help increase Hispanic/ Latino student success. As our Latino/ Hispanic population continues to increase, this will be an important area to address. This recommendation was also previously noted in Spring 2012 SLO assessment of History 31.

- Age – Average Success Rate – Regular Semesters (Fall and Spring) – As the data in the table below indicates, students between the ages of 18 and 30, and 41 to 45 have the lowest average success rates in History courses, while the youngest students (0-17) and older adults (31-40 and 46 and older) are more likely to succeed in History courses. The 0-17 figure may be an aberration due to a small sample size.

Age Range	AVERAGE SUCCESS RATE
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0-17	69.41 %
18-25	60.44 %
26-30	62.56 %
31-35	66.18 %
36-40	68.85 %
41-45	61.07 %
46+	69.41 %

- Instructional Method (Lecture/Discussion vs. Online) – Average success rates according to instructional methods for all semesters (including summer sessions) show that 66.25% of students in traditional lecture/discussion History courses succeed compared to 64.6% of students in online courses. Considering the success rates between online and face to face students, there is only a marginal difference between the success rates of online and face to face students in History courses. These data suggest that there is a significant degree of consistency in the instruction for online and face to face History courses.

First English – Students who have taken college level English are prepared to succeed in History courses (i.e., success rates ranging from a low of 69.4% to a high of 86.7%). Students who have taken an English course one level below college level can and do succeed in History courses, but at lower rates than those who have completed college level English (i.e., success rates ranging from a low of 51.3% to a high of 78.4 %). Students who have completed English courses two or more level below college level had success average success rates ranging from 60.58% (two levels below) to 43.14% (four levels below). Clearly, preparation for college level reading and writing is a significant factor in student success in History courses.

**3.2 Degrees/Certificates Awarded (if applicable).** Include the number of degrees and certificates awarded during each semester of the program review cycle. Describe the trends observed and any planned action relevant to the findings.

Awarded degrees: AA in History, ADT (AA-T) in History

The History ADT was completed and approved by the Chancellor’s Office 10-22-14. The degree program requirements were printed in the 2014-2015 catalog. In the future, the department might work more closely with counselors to offer presentations on our history program and increase student interest in the ADT. Nonetheless, our primary emphasis has been on fulfilling the demand for GE/ transfer education courses to 4-year schools, and thus, the department continues to pay special attention to meeting the CSU/ UC articulation standards for all of our courses.

<u>History AA</u>	<u>History AA-T</u>
2008/9	4
2009/10	5
2010/11	7
2011/12	8
2012/13	5
2013/14	11

**3.3 Transfer (if applicable).** Describe any data known about students in your program who are transfer eligible/ready (have 60 transferable units with English and math requirements met). Include how your program helps students become aware of transfer opportunities (*limit to one or two paragraphs*).

We do not have any “formal” program in place for identifying transfer-eligible students at this time. We will consider developing such a program in the future.

In practice, most of our history instructors communicate on a regular basis with transfer-bound students in our classes. Our FT faculty write an average of 2-3 letters of recommendation for transferring students per semester. Many of our adjunct instructors do this as well.

**3.4 Career Technical Programs (if applicable).** For career technical programs, describe how graduates are prepared with the professional and technical competencies that meet employment/licensure standards. State if there are any efforts made to place students in the workforce upon graduation, including any applicable placement data.

N/A

## PROGRAM RESOURCES

**4.1 Human Resources.** Describe the adequacy of current staffing levels and a rationale for any proposed changes in staffing (FTES, retirements, etc.). Address how current staffing levels impact the program and any future goals related to human resources.

The History Department currently consists of four Full-time Faculty and between 6 and 10 adjunct faculty. We experience considerable attrition in our adjunct faculty, due to the high quality of these instructors. They often receive full-time appointments at other colleges.

The History Department will lose 50% of its full-time staff in May 2016 when two faculty retire. Given the significant FTES generated by the History courses, it is essential that we replace these two full-time positions.

**4.2 Current Staffing.** Describe how the members of the department have made significant contributions to the program, the college, and the community. Do not need to list all the faculty members’ names and all their specific activities, but highlight the significant contributions since the last program review cycle.

History department faculty have made significant contributions to the College in recent years. Highlights include:

- Serving as Distance Education Coordinator; overseeing a complete upgrade of our online program.
- Coordinator of the 21<sup>st</sup> Century Classroom project, exploring new classroom designs that promote engaged active student learning.

- Served as Coordinator of the Academic Success Center
- Two FT History faculty have served as coordinators of the Learning Communities program
- History faculty have served as interim School Dean and interim VP of Academic Affairs.

**4.3 Equipment.** Address the currency of equipment utilized by the program and how it affects student services/success. Make recommendation (if relevant) for technology, equipment, and materials that would improve quality of education for students.

Our main focus here is the 21<sup>st</sup> Century Classroom Project. The History Department will continue to explore funding for new classroom designs that include upgraded instructor computers, more whiteboards, mobile student desks, and tablets for student use in the classroom. These will facilitate in gearing history classes toward more collaborative classroom exercises that foster critical thinking and analysis of primary sources. Recent studies show that students learn more through active collaborations and interactions with their peers than through traditional instructor lectures.

**4.4 Facilities.** Describe the facilities utilized by your program. Comment on the adequacy of the facilities to meet program's educational objectives.

In classrooms that have not been updated through the 21<sup>st</sup> Century Classroom Project, there is a clear need to update faculty computers and classroom computer and projection systems. Computers are excessively slow and projector screens are weathered.

**4.5 Budget/Fiscal Profile.** Provide a five year historical budget outlook including general fund, categorical funding, Perkins, grants, etc. Discuss the adequacy of allocations for programmatic needs. This should be a macro rather than micro level analysis.

Fiscal Year	6A - Academic Salaries	6C - Classified Salaries	6M - Benefits	7A - Supplies	7E - Other Operating	7G - Capital Outlay	7J - Student Aid	Total
2008	394,068.4	6132.71	92,720.88					492,922
2009	351,858.7	5924.35	88,369.82					446,152.9
2010	394,112.1	3199.59	100,187.9					497,499.6
2011	395,055.6		111,189.2					506,244.7
2012	390,933.4		108,235.9					499,169.3
2013	346,970.4		78,762.62					425,733
2014	326,531.8		78,548.08					405,079.8
2015	389,865.3		85,585.69					475,451
<b>TOTALS</b>	298,9396	15,256.65	743,600					3,748,252

The majority of the History program budget is allocated to salaries and benefits for full time and part time faculty. However, after reaching a peak of \$506,244 in 2011, the salary and benefits costs for the History program steadily decline to \$405,079 in 2014, and increasing to \$475,451 in 2015. With the retirement in 2016 of two full time faculty members in the department, this program costs in salaries and benefits will decline again, as the District does not plan to replace these two faculty members in the department in 2016-2017. Additional costs in adjunct salaries will likely increase as the College will be forced to rely upon adjunct faculty to backfill the loads of these two retirees.

## PROGRAMMATIC GOALS & PLANNING

*This section will be submitted to the governing board as an overview of programmatic strengths and areas of growth.*

**5.1** Summarize what you believe are your program’s strengths and major accomplishments in the last 5 years. Next, state the areas that are most in need of improvement.

The History Department has delivered consistent, high-level instruction over the years; we practice rigorous academic standards (required by our articulation/transfer agreements). Our contributions to the College have been outlined in various sections of this report (see above).

To improve the program, we need to maintain our full staff of four full-time faculty. We should also make greater effort to attend professional conferences in our field and make creative use of our flex time to enhance history instruction at the College.

5.2 Based on the self-study analysis, prioritize the program’s short (1-2 years) and long term goals (3+ years). Check whether the goal requires fiscal resources to achieve.

Table 7. Short-Term and Long-Term Goals

Short-Term Goals	Planned Action	Target Date	Person Responsible	Source
1.	Review course SLOs; revise as necessary	2016	All FT faculty	NR
2.	FT Faculty replacement	2016	All FT faculty	College budget
3.	Increased smart classroom technology	2017	Dale Crandall-Bear	Bond \$
Long-Term Goals	Planned Action	Target Date	Person Responsible	Source
1.	Embedded Tutor Program/OEI tutoring program?		All FT faculty	SP

We have no other long-term goals, other than those listed in the above table. We may develop more online classes as a regular part of the curriculum process. Significant work on any other long-term goals would have to await a return to normal FT staffing.

In the source column denote “SP” for Strategic Proposals, “DB” for Department Budget, “P” for Perkins or “NR” for No Additional Resources Needed.

## SIGNATURE PAGE

6.1 Please include a signature page with all full-time faculty and as many part-time faculty as you are able. The signature page should include lines with the signatures and then typed names of the faculty members.

### Example:

The undersigned faculty in the History program, have read and concur with the finding and recommendations in the attached program review self-study, dated

\_\_\_\_\_.

\_\_\_\_\_  
Michelle Arce