

EL CAMINO COLLEGE COMPTON CENTER

History Program Review

2011 – 2012

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REVISED: 6/27/2013; 7/15/2013

I. OVERVIEW OF HISTORY PROGRAM

HISTORY MISSION STATEMENT

The History program mission statement reads as follows: *The History program leads to an AA Degree that 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.*

ECC MAJOR REQUIREMENTS

The ECC major requirements are: History 101,102, 140, 141 and 3 courses from among the following: American Studies 7, History 105, 106, 108, 110, 111,112, 114, 122,128, 129, 143,145,152,154, 162, 163, 165, 175, 176, 177, 178,183, 184, and 190.

A student matriculating at the Compton Center can meet the requirements of the major by taking History 101, 102, 140, 141 and 3 courses from among the following: History 110, 111, 112, 154, 183, and 184. These courses are all offered over a two year time span.

AA TRANSFER DEGREE IN HISTORY

At this time a Transfer Degree Program in History is being developed in accordance with SB 1440. This legislation requires community colleges to grant an Associate Degree for transfer once a student has met specified general education and major requirements for the degree. Depending on the from which the approved major takes at El Camino, courses may need to be emphasized or added to the offerings at the Compton Center. Provision—and information about such a degree—will also doubtless increase the number of students who successfully major in history, a number which is now miniscule on both the Torrance and Compton campuses.

At the present time there has been no demonstrable work undertaken to develop such a Transfer Degree because of concerns raised by the CSU System related to a proposed American Government and Institutions requirement.

ADMINISTRATIVE ORGANIZATION

At the Compton Center the History program is under the supervision of the Division Chair of Behavioral and Social Sciences/ Creative and Performing Arts, who, in turn, reports to the Dean of Academic Programs.

II, ANALYSIS OF INSTITUTIONAL RESEARCH DATA

Data in this review is derived from three sources, all provided by IR

- 1) Course Grade Distribution and Success Retention Rates Fall 2008-2011
- 2) Success and Retention in Online and Face to Face Courses Fall 2008-2011
- 3) History Student Online Survey, Fall 2011*

These documents are attached as appendices.

* The Student Survey was sent to all students enrolled in history courses during the subject Fall 2011 term. 118 students responded. However, as the data was not broken down into online as opposed to on-campus students, and respondents to surveys are typically more computer literate and likely to have stronger academic records, it is difficult to know how representative the respondents were of all students enrolled in history courses during Fall 2011.

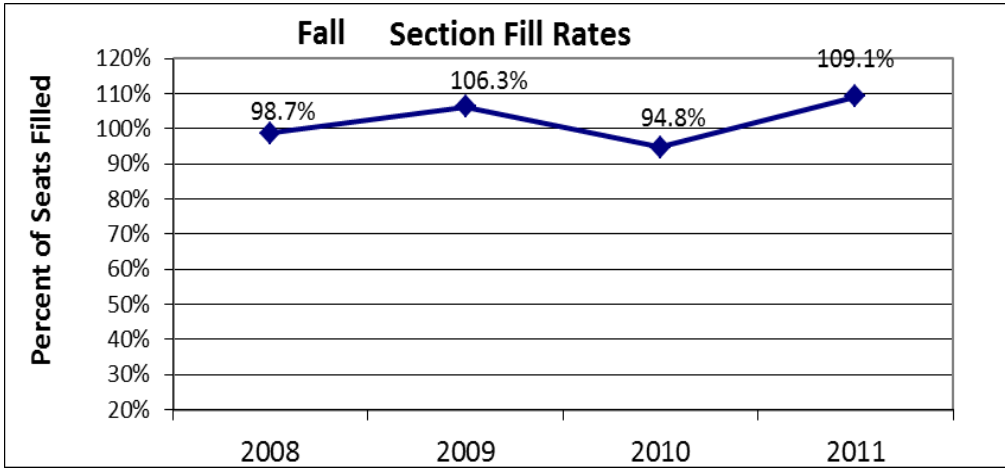
ENROLLMENT

	History Department			
	2008	2009	2010	2011
Term Enrollment	527	744	750	811

Enrollment in history courses contributed to the significant increase in FTES for the Center during 2008-2011. The number of students enrolled in discipline courses rose during this period of time from 421 to 750, an increase of 78%. Overall 8.6% of all students at the Center were enrolled in a history course during Fall of 2011.

The Student Online Survey also indicated that students overwhelmingly prefer daytime (76.11%) to evening classes (23.89%) but these results may be skewed by the fact that the number of daytime sessions has consistently far exceeded the number of nighttime sections.

SECTION COUNT AND CLASS FILL RATES



Finally, section seat-counts, and in class maximum capacity rates (fill rates), have consistently increased from 2008-2009 to 2010-2011, congruent with increases institution-wide. Seat count went from 1013 to 2160 during these four years, which is not surprising since the number of sections offered almost doubled, from 30 to 52. At the same time, part of this increase is attributable to improving fill rates, from 65.4% in Fall 2008 to 89.8% in Fall 2011.

GENDER

Gender	History Department			
	2008	2009	2010	2011
Female	55.4%	61.2%	61.5%	60.4%
Male	38.7%	44.6%	38.4%	39.6%

There were no variations in gender during this period of time, and percentages of female/male students were similar to that for the overall institution. For example, in fall 2010 the percentages in history courses were 61.5% and 38.4%, while the overall institutional percentages were 63.9% female and 36% male.

ETHNICITY

Ethnicity	History Department			
	2008	2009	2010	2011
African-American	61.7%	56.0%	46.5%	43.5%
Amer. Ind. or Alask. Native	0.6%	0.5%	0.1%	0.1%
Asian	1.7%	3.1%	2.8%	1.7%
Latino	27.7%	29.4%	41.2%	44.8%
Pacific Islander	1.3%	0.9%	0.9%	0.9%
White	1.7%	1.7%	4.1%	3.5%

Unknown or Decline	5.3%	6.3%	2.4%	1.8%
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Enrollment by ethnicity also matched ethnic distribution within the Compton College District. In Fall 2010, as an example, the following ethnic groups were enrolled in history courses with the following percentages: African-Americans 46.5%, Latinos 41.2%, Asians, 2.8% and Caucasians 4.1%. Institutionally, the percentage of enrolled students in these ethnic groups in Fall 2010 were 44.5%, 36.6%, 7.4, and 4.8% respectfully.

It is interesting to note that the percentage of Latinos enrolled in history courses was higher than the institutional percentage and probably reflects increasing numbers of Latinos whose first language is English and who are high school graduates. Students participating in the Fall 2011 Online Survey, confirms that only 12% of all respondents evaluated their English language proficiency as being fair to poor, while 73% assessed their proficiency as being excellent or very good.

A lower percentage in terms of Asian students may well be due to the fact that anecdotal information consistently indicates that Asian students are enrolled in the nursing program and are taking courses related to that discipline, such as psychology, rather than history.

The influx of students from other institutions and the increase in distance education offerings is likely a factor in the increasing Caucasian enrollment in the discipline (1.9% in 2006 to 4.8% in 2010).

EDUCATIONAL ATTAINMENT AND FULL-TIME PART-TIME PERCENTAGES

Course Load	History Department			
	2008	2009	2010	2011
Full-time	48.0%	41.1%	44.4%	46.2%
Part-time	52.0%	53.4%	54.4%	52.9%

Educational Attainment	History Department			
	2008	2009	2010	2011
College degree	3.4%	2.8%	2.7%	3.2%
HS Grad	87.9%	87.2%	91.7%	90.8%
Not a HS Grad	2.7%	5.8%	2.4%	3.8%
K-12 Special Admit	2.5%	1.7%	0.7%	0.2%
Unknown	3.6%	2.4%	2.5%	2.0%

Since the highest enrolled history classes (101 and 102) both meet the Social and Behavioral Science Section A requirement for the AA Degree and equivalent general education requirements to transfer to CSU or UC, it is not surprising that the

percentage of students in history courses who have a high school diploma is far greater than the percentage of high school graduates at the institution (91.7% to 72.2%). Overall, 94.4% of the students enrolled in history courses in Fall 2010 had a high school or postsecondary degree, as compared to 82.6% for the institution as a whole. Similarly, the percentage of full-time students enrolled in history courses in Fall 2010 was 44%, as opposed to an institutional percentage of only 18.7. The fact that History 102 has consistently included at least one section of First Year Experience students, who must be full-time students, may also be a contributing factor. Two salient characteristics of history students are therefore that they are likely to be *full-time* students and *high school graduate*.

Additional research is recommended to determine when students in discipline courses graduated from high school, to determine whether they are new or returning students, and whether this factor can be correlated with student success.

EDUCATIONAL GOALS

Educational Goal	History Department			
	2008	2009	2010	2011
Intend to Transfer	46.5%	38.3%	31.9%	31.9%
Degree/Certificate Only	8.5%	8.1%	4.9%	4.3%
Retrain/recertif.	4.2%	5.1%	2.8%	3.3%
Basic Skills/GED	7.8%	6.6%	7.9%	5.8%
Enrichment	3.0%	2.4%	1.9%	1.8%
Undecided	15.9%	14.9%	13.7%	12.7%
Unstated	14.0%	24.6%	36.9%	40.1%

The data for educational goal is essentially uninformative in its 2010 iteration, as almost 37% of students enrolled in history courses are listed with their goal as “unknown”, compared to only 28.9% in the institution as-a-whole. This undoubtedly skews the other data such as “intent to transfer” which shows an unlikely decline from 2008 to 2011 from 46.5% to 31.9%.

Some indication of educational goals can be gleaned from the Online Survey. 73.91% of respondents indicated that they had enrolled in history courses to meet a general education requirement and 22.61% to meet a major requirement. Only 14.78% indicated that they had enrolled for personal enrichment or elective reasons.

STUDENT SUCCESS AND RETENTION

OVERALL SUCCESS AND RETENTION RATES

History Department Grade Distribution, Success & Retention Rates - Fall 2008-2012

	Grade Distribution	Success	Retent.
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Year	A	B	C	D	F	Inc P	Inc NP	DR	W	Total Grades	Rate	Rate
2008	67	83	87	38	42	-	-	66	118	501	47.3%	63.3%
2009	205	191	228	84	105	2	14	140	323	1,292	48.5%	64.2%
2010	227	255	265	111	151	1	21	77	296	1,404	53.3%	73.4%
2011	218	298	340	114	222	-	-	95	313	1,600	53.5%	74.5%
2012	107	155	140	63	81	-	3	48	162	759	53.0%	72.3%

Student success is defined as completing the course with a grade of “C” or better, while retention indicates that a student has remained enrolled until the end of term regardless of success.

Student success rates in history courses have ranged from 53.7% to 46.8% to 46.5% and 56.7% from 2008-2011. The success rate in Fall 2010 is close to the state average during that period of 60.8%. The retention rate of 74.7% in Fall 2010 was below the state average of 82.3%

In looking at course success/retention rates, the best percentages in Fall 2010 were in History 101 which had 466 of the total 767 student total (60.7%). The success rate was 61.8% and the retention rate 76.4%. History 154 (History of Mexico) had the lowest success rate of 31.6% and History 140 (History of Civilization) the lowest retention rate, at 61.3%. The highest retention rate was History 110 (African-Americans in the United States to 1877), 91.1%, but the success rate was only 57.8%, which indicates that students remained enrolled even though they were unlikely to pass the course. It makes sense to use the data for History 101 as the benchmark, since all other courses in the discipline were taught by no more than two faculty members.

The fact that the retention rate is consistently higher than the success rate may be due to students having unrealistic expectations that they will be able to pass. But it is just as likely that students on financial aid remain enrolled in the course even though their chances of passing are low because dropping would jeopardize that aid.

It is also the strong feeling of the history faculty that many students enrolled in history courses lack both requisite reading and writing skills to successfully complete the coursework. Consequently, they do poorly on exams, can not write adequate essays, and are most prone to drop the course.

It is therefore very surprising to note that of those students responding to the Fall 2011 online survey 45.6% had completed English 1A, the recommended prerequisite for most discipline courses. Fewer than 10% indicated that English 80,82,or 84 had been the highest level English course completed; 10.17% English C,

6.78% English B, and 11.02% English A. Based on this data, students should be doing better on their exams and their essays than they actually are, since they are not as underprepared as faculty assumes them to be.

Even more surprising was the self-evaluation of respondents on how well prepared they felt they were to meet the objectives of the History program SLO, based on their high school education.

Student Learning Outcomes for History 101:

Upon completion of History 101, students will identify and explain major social, economic and cultural patterns in the United States, prior to 1877 in a written or oral assignment.

* 88.6% of respondents felt that they had acquired excellent, very good, or good skills in primary source analysis

*88.7% of respondents felt that they had acquired excellent, very good, or good skills in secondary source analysis and discussion

*86.85% of respondents felt that they had acquired excellent, very good, or good skills in analyzing theories

*89.38% of respondents felt that they had acquired excellent, very good, or good skills in critical thinking

In analyzing their competencies in key areas related to writing, respondents also had a very high estimation of their level of attainment from their high school education.

*84.61 of respondents believed that they had excellent, very good, or good skills in writing an introduction/conclusion

*82.76% believed that they had excellent, very good, or good skills in organizing their work

*82.05% believed that they had excellent, very good, or good skills in writing content

*84.48% believed that their ability to provide strong secondary evidence was excellent, very good, or good.

Candidly, these responses indicate one of two things in the view of faculty:

Either the sample of respondents was very atypical OR students uniformly overestimate their skills and abilities. It would be helpful to re-administer the student survey and takes steps to ensure that a larger number of respondents—statistically representative of program enrollment—participate.

COMPARISON BETWEEN DISTANCE EDUCATION SUCCESS/RETENTION RATES
AND THOSE IN FACE-TO-FACE COURSES

Data from Institutional Research indicates that while success and retention rates for Distance Education students are less than those in face-to-face classes, short-term online students do better than those in long-term online courses. In 2007-2008 the last instructional television courses in History were offered, replaced, in 2008-2009 with online offerings of History 1A (now 101) and 1B (now 102). In 2009-2010 History 3 (now 140) and 4 (now 142) were also offered online.

Data for Fall 2009 shows that students taking History 140 online had success and retention rates of 30.8% and 82.1% respectively, while students in a face-to-face section had success and retention rates of 63% and 66.7% respectively. Apparently, online students remained in the course even though their performance was not sufficient for passing the course. History 1A students had higher success and retention rates in an eight week online course as opposed to sixteen week online courses (35.6/67.8% as opposed to 26.7/50%) but students did better in face to face classes (51.6/60.4%). What is striking here is the poor performance of students in sixteen week online courses. Interestingly, students in an eight week online History 1B had higher success/retention rates than those in the sixteen week face to face courses (46.2/64.6% as opposed to 39.6/62.5%).

Fall 2010 students enrolled in the eight week online History 101 course had a higher passing rate and retention rate than students enrolled in face-to-face sections:

Online Eight Week History 101

Passing: 74.1%
Retention: 88.9%

Face to Face History 101

Passing: 65.8%
Retention: 77.2%

Students in the sixteen week online sections performed very poorly:

Online 16 Week History 101

Passing: 44.9%
Retention: 70.3%

Students in the eight week online History 102 performed almost as well as those in face to face sections:

Online Eight History 102:

Passing: 50%
Retention: 73%

Face to Face History 102

Passing: 56%
Retention: 73.8%

However, students in a sixteen week 102 did poorly:

Online Sixteen Week History 102

Passing: 43.6%
Retention: 61.5%

It is unclear why students in sixteen week online courses do so poorly and additional research is called for. At the same time, it is equally clear that eight week online courses in history are viable and, overall, as successful as face-to-face courses.

RECOMMENDATION

There is a need for further examination in order to determine why this discrepancy exists at both the university and community college level.

LEARNING RESOURCE SUPPORT: RESEARCH MATERIALS AND TUTORING

The Library has several *databases* to facilitate research in history. These include:

Facts on File provides access to a wide range of academic topics.

American Women's History Online contains biographies, historical and topical subject entries, speeches and other documents, maps and charts, photographs, over 60 videos, and timeline entries that cover more than 500 years of American women's history.

African-American History Online has extensive hyper-linked entries, including photographs, maps, and over 70 videos, spanning more than 500 years of African-American history, and cover topics such as affirmative action, Africa, black nationalism, civil rights, emancipation, Harlem Renaissance, leaders, religion, slave living conditions and liberation strategies, sports, visual arts, and more.

American History Online is a comprehensive and authoritative reference to the most important individuals, events, and topics in United States history. This invaluable reference source is organized by content type, topic, era, and activity as well as by the National Standards for U.S. History. Thousands of fully hyper-linked entries allow users to follow a topic to related biographies, primary source documents, images, and more than 500 historical videos. Web links direct users to a number of relevant educational sites.

SIRS Renaissance provides relevant, credible information on social issues, science, history, government, the arts and humanities. Articles on controversial issues are offered featuring two sides of the issues: their PRO and CON. Full-text articles and Internet resources are carefully selected from thousands of domestic and

international publications and respected organizations. Databases about countries of the world, political conditions and their maps are also offered.

Proquest is a general database on a wide range of academic topics, with full-text articles.

Reference sets in the Library to assist students in history include:

Encyclopedia of the American Revolution

Latino Encyclopedia

Encyclopedia of American History

Encyclopedia of US History

Encyclopedia of Mexico

New York Public Library American History Desk Reference

Encyclopedia of Native American Tribes

Illustrated Encyclopedia of World History

Tutors are available to assist students in history courses in both the Writing Center and Learning Resource Center. These tutors are trained to help and guide students with writing assignments so that they understand the writing process and produce comprehensible papers. At this time there is no designated tutor to help students master historical content or concepts, a lack that history faculty strongly believe needs to be addressed.

Students responding to Fall 2011 student survey demonstrated a higher level of interest in utilizing tutorial support. 20.34% of respondents indicated that they would use tutorial services more than once a week and 33.05% would do so at least once a week. Only 15.25% of respondents indicated that they would never utilize tutorial support.

In addition, history faculty were interested in knowing whether other instructional support services might enhance student success and retention and should, therefore, be included in the institution's revised *Student Success Plan*.

The Fall 2011 Student Survey indicated the greatest interest in support services that helped them improve their study techniques (49.15%); time management skills (45.76%), reading skills for learning and comprehension (40.68%); and note taking techniques (40.68%). Students felt experiences in study groups would also be

helpful (32.20%). Fewer felt the need to address test anxiety (27.97%).

Other strategies that might be explored to increase student success might include:

1. Supplemental instruction services, such as that currently offered in Mathematics, tailored to all the 101's and/or 102's
2. Reducing class sizes in order to allow the instructor to require more writing assignments, to include take home but also in -class group work, and provide more individualized assistance.
3. A film series utilizing purchased/rented films relevant to our courses to free up classroom time and offer broader relevant discussions

RECOMMENDATIONS:

1. Have IR track students and their academic success, comparing cohorts of new, continuing, and high school graduate students.
2. Have IR track students declaring a “major” in history and their academic progress towards attainment of degree
3. Offer more eight week distance education courses instead of sixteen week ones.
4. Offer more courses in the evening to provide students with more options to matriculate.
5. Hire and assign designated tutor(s) to assist students taking history courses. If possible, tutors should be linked to specific full-time faculty members to ensure that they are aware of material being covered at any given time and to enhance the referral process.
6. Add a database in Latin American history for student research.
7. Develop a plan, in conjunction with the LRC Coordinator, to ensure that there are adequate resources and services—including study skills enhancement workshops-- for students in currently offered and proposed history offerings.
8. Re-administer student survey with a concerted effort to increase the participation rate of students in discipline courses.

III. CURRICULUM

In Fall 2011 the History program offered 19 sections. 12 of these sections were offered in the day, 2 in the evening, and 5 in distance education format.

History 101 is the bread and butter course of the program and in Fall 2011 included 10 of the 19 sections (52.6%) An additional 5 sections were History 102 (26.3%). If the section of History 110 is added to these two totals, it becomes clear that courses in American history comprise 84% of all history offerings. Only one course in Latin-American History, Modern History, and African History were offered to provide students with a global perspective of the discipline. History 140 and 141 are currently offered only in a distance education format.

To date history offerings at the Center have been focused on a bare minimum of discipline courses, primarily those required for the major. However, the ECC curriculum offers a wide range of courses in Asian, European, Latin-American, California, and world history. It is unclear whether offerings in these areas would encourage more students to major in history and even whether or not they would fill.

COURSES OFFERED AT COMPTON CENTER

Courses currently being offered at the Compton Center are:

History 101 (formerly 1A) United States History to 1877

This course is a chronological survey of American history from the first Americans to 1877, focusing on American social, intellectual, political, economic, and diplomatic institutions. Major topics in the course include colonization, slavery, the American Revolution, Native Americans, the Civil War and Reconstruction.

History 102 (formerly 1B) United States History from 1877 to the Present

This course is a chronological survey of American history from 1877 to the present, focusing on American social, intellectual, political, economic, and diplomatic institutions. Major topics include culture, ethnic and racial diversity and the role of the United States within the context of world history.

History 110 (formerly 16A) The African American in the United States to 1877

This course is a survey of the United States to 1877 with particular emphasis on the role of African Americans in shaping American society. The contributions of African Americans to the economic, political, social, and cultural development of the nation will be examined.

History 111 (formerly 16B) The African American in the United States from 1877 to the Present

This course is a survey of the history of the United States from 1877 to the present with particular emphasis on the role of African Americans in shaping American society. The contributions of African Americans to the American society as a whole will also be examined.

History 112 (formerly 17) History of the Chicano in the United States

This course surveys United States history from the Chicano perspective and covers historical periods from the initial contact between European and indigenous North American societies through colonial, early national, and contemporary American historical periods. Emphasis is placed on this group's contributions to the development of the United States. Factors that have shaped the formation of Mexican American society within the context of United States history will also be analyzed.

History 140 (formerly 3) History of Early Civilizations

This course is a survey of the political, economic, social, and cultural development of World Civilizations from the origins of these complex cultures in the Neolithic era to the emergence of the West in the fifteenth century. Topics include the early civilizations of the Near East, Egypt, India, China, the Americas, Greece, and Rome.

History 141 (formerly 4) History of Modern Civilizations

This course is a survey of the political, economic, social, and cultural development of world civilizations from the rise of the West in the mid-fifteenth century to the present day. Topics include the European voyages of exploration and expansion, Africa and the transatlantic slave trade, protestant and Catholic Reformations, the Islamic empires, China and Japan in the age of global expansion, French and industrial revolutions, World War I and II, the Cold War, and globalization.

History 154 (formerly 19) A History of Mexico

This course surveys the political, social, cultural, and economic history of Mexico from Pre-Columbian times to the present. Discussion of major epochs of Mexican history will focus on the influence of various cultural groups in shaping modern Mexico.

History 183 (formerly 12A) Introduction to African History, Prehistory to 1885

This course is a survey of Africa from human evolution to the eve of colonial rule. Emphasis is given to the political, economic, and social development of the African continent. Topics to be analyzed include African trade relations with Europe and the world, the influences of Christianity and Islam in Africa, the Transatlantic slave trade, the African Diaspora, and early European incursions.

History 184 (formerly 12B) Introduction to African History, 1885 to the Present

This course is a survey of the political, economic, and social development of Africa from 1885 to the present. Special emphasis will be given to colonial conquest and African resistance to European rule, influence of Christian missionaries and Islam in

Africa, the striving for independence and decolonization, and the struggle against apartheid in South Africa.

The Fall 2011 Online Student Survey indicated significant interest in offering the following courses at Compton:

*Women's history	History 105	43.48%
*History of California	History 128	42.61%
*History of Los Angeles	History 129	37.39%
*History of world religions	History 145	32.17%
History of Latin America	History 152	24.35%

TIMELINE FOR COURSE REVIEW

The El Camino History Department has an adopted four-year course review cycle. Courses currently taught at the Compton Center, are scheduled to be reviewed as follows:

History 101 Fall 2014

History 102 Fall 2014

History 110 Spring 2012

History 111 Spring 2012

History 112 Spring 2015

History 140 Fall 2013

History 141 Fall 2013

History 154 Fall 2014

History 183 Spring 2016

History 184 Spring 2016

RECOMMENDATIONS:

1. Develop a curriculum plan that is responsive to student needs and interests.

2. Schedule and retain curricular offerings to make sure that courses required for the AA Transfer Degree are provided on a consistent basis at the Center.
3. Make sure that all courses needed for the major and the AA Transfer degree are offered on campus, and not solely online,

IV. STUDENT LEARNING OUTCOMES

Student Learning Outcomes were revised by the El Camino History Department in Spring 2011. This revision essentially consisted of combining what were three separate SLOs in argument, content, and historical method into *one*. Rubrics for assessment are generally utilized in the analysis of student essays. Both the history *program* and *course* SLOs have been revised and will be utilized at the Compton Center during fall 2011 and spring 2012. Both the program and all courses have one SLO and History 154 now has two.

PROGRAM ASSESSMENT TIMELINE

The first Compton Center SLO program assessment of the history curriculum was completed in spring 2012.

COURSE ASSESSMENT TIMELINE

The first course assessments of the El Camino history curriculum were completed for History 101 and 102 in 2010-2011. The following courses are overdue and/or scheduled for assessment/re-assessment as follows:

2011-2012 History 110, 111, 112, 140, 141, 154, and 183

2012-2013 History 101, 184

PROGRAM 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 SLOS:

History 101: 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 1877 and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

History 102: 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 110: 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 1877 and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

History 111: 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: 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 140: 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: 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 154: 1. Given primary and/or secondary source(s) pertaining to a significant aspect of economic, political, social or cultural patterns in the history of Mexico, students will develop and persuasively argue an historical thesis in a written or oral assignment that effectively uses the sources as evidence. 2. Given a primary or secondary source relating to the history of Mexico, students will accurately identify the source and then apply appropriate historical methods to explain what the source reveals about its historical context.

History 183: 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: 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.

ACCJC RUBRIC FOR STUDENT LEARNING OUTCOMES

A frank assessment of the ACCJC *Rubric for Evaluating Institutional Effectiveness: Student Learning Outcomes* reveals that the history department is in the *as of Spring 2013 the proficient stage*. An institutional framework for SLOs exists, as do assessment strategies for assessing student learning at the course and program level. In addition, leadership groups have accepted responsibility for outcomes implementation; appropriate resources are being allocated to support assessment; and faculty have been fully engaged in SLO development and assessment. By Spring of 2013 all assessments of scheduled course, as well as the program assessment were completed.

RECOMMENDATIONS: None

V. FACILITIES, EQUIPMENT, AND TECHNOLOGY

The History program conducts its classes primarily in E-32 and C-29, with some classes currently also being taught in F-40. All of these classes are in the antiquated row buildings, subject to the vagaries of inadequate HVAC systems and lack of

technological infrastructure. Most instructors are housed in the E Row as well, although part-time faculty do not have offices.

During the last year several sets of comprehensive maps have been purchased as a visual instructional aid to the discipline. Aside from this, no support for instructional technology has been either requested or granted because of lack of funds.

Faculty is aware that plans ultimately call for the history department to be housed in a projected new classroom building. However, construction of this building is contingent upon the passage of a future state-wide construction bond.

This means that intermediate steps need to be taken to enhance facilities for history instruction. These include:

- 1. smart carts for instructors using technology in the classroom
- 2. new whiteboards for instruction
- 3. new lecture podiums
- 4. tables for students who can not use current seats
- 5. usable maps
- 6. expanded Print Center services and hours of operation
-

There is also a campus-wide problem maintaining the cleanliness of classrooms and restrooms and it needs to be said that the inferior maintenance of facilities has a negative impact on the learning environment.

RECOMMENDATIONS

1. Classroom furniture, including whiteboards and podiums. should be upgraded in classrooms geared to the history program.
2. Mobile technological support (e.g., smart carts, LCD projectors) need to be provided to discipline faculty and the program as a-whole (e.g., photocopier)

VI. STAFFING

As of fall 2011 History faculty numbered 7. Three were full-time faculty and four were adjunct faculty. Two of the three full-time faculty had been at Compton for 34 years, while the third had been on the faculty for 12. Two held master's degrees and the third a doctoral degree.

Only 2 of the 4 adjunct faculty members taught face-to-face courses; the other two only distance education and one was employed full-time at another community college. While areas of discipline emphasis are different, two of the full-time faculty primarily taught United States history, while the third taught African and African-American history, as well as discipline-related courses in Ethnic Studies and Women's Studies. Courses in World History, Chicano History, and the History of Mexico were being taught by three different adjunct faculty members.

It is anticipated that within the next five years all three full-time faculty members will retire, making it necessary to hire new full-time faculty. One full time faculty member has already submitted his letter of retirement, effective June 9, 2012 and the District is in the process of hiring a full time replacement for the 2012-2013 academic year. It will be important to align discipline expertise of new hires with proposed curriculum maintenance and expansion into other areas of the discipline.

Priority should be on ensuring full-time faculty replacements with expertise in the following areas for the four instructors positions a budgetary estimate at \$320,000 would be appropriate:

- 1) American History (including California history)
- 2) World and ethnic history
- 3) African and African-American history
- 4) Latin American and Chicano history

RECOMMENDATIONS:

1. Develop a plan for the replacement of full-time faculty, linked to retirements.
2. Develop a plan to hire both full-time and adjunct faculty with curriculum expertise to a) replace full-time retirees and b) accommodate expansion of the curriculum to meet student needs.

VII. DIRECTION AND VISION

The History program—and the course and program SLO assessments-- help measure student mastery of at least three of the institutional Core Competencies:

- I. Content Knowledge: Students possess and use the knowledge, skills and abilities specific to a chosen discipline, vocation or career.
- II. Critical, Creative and Analytical Thinking: Students solve problems, make judgments and reach decisions using critical, creative and analytical skills.
- III. Communication and Comprehension: Students effectively communicate in written, spoken or signed, and artistic forms to diverse audiences. Students comprehend and respectfully respond to the ideas of others.

The continued implementation of a comprehensive History program also supports El Camino's Strategic Initiatives for 2011-2014 A &B:

Enhance teaching to support student learning using a variety of instructional methods and services.

Strengthen quality educational and support services to promote student success.

RECOMMENDATIONS: None

VIII. PRIORITIZED RECOMMENDATIONS

ANALYSIS OF INSTITUTIONAL RESEARCH DATA

1. Have IR track students and their academic success, comparing cohorts of new, continuing, and high school graduate students. NO COST
2. Have IR track students declaring a "major" in history and their academic progress towards attainment of degree NO COST
3. Offer more eight week distance education courses instead of sixteen week ones. NO COST
4. Offer more courses in the evening to provide students with more options to matriculate. NO COST
5. Hire and assign designated tutor(s) to assist students taking history courses. If possible, tutors should be linked to specific full-time faculty members to ensure that they are aware of material being covered at any given time and to enhance the referral process. \$8,000 per year for 5 years
6. Implement student success workshops and programs designed to enhance student success, both overall and specifically in discipline courses. These workshops and programs should be part of the institution's Student Success Plan. (Cost to be Determined).
7. Provide library resources such as Latin American database and other reference/content materials to enhance student learning and research. \$7,000 per year for 5 years
8. Re-administer student survey with a concerted effort to increase the participation rate of students in discipline courses. NO COST

CURRICULUM

1. Develop a curriculum plan that is responsive to student needs and interests.

ADD SECTIONS AS FEASIBLE \$15,000 PER ANNUM

2. Schedule and retain curricular offerings to make sure that courses required for the AA Transfer Degree are provided on a consistent basis at the Center.

NO EXTRA COST

3. Make sure that all courses needed for the major and the AA Transfer degree are offered on campus and not solely online.

NO EXTRA COST

FACILITIES, EQUIPMENT, AND TECHNOLOGY

1. Classroom furniture, including whiteboards and podiums, should be upgraded in classrooms geared to the history program.

\$25,000

2. Mobile technological support (e.g., smart carts, LCD projectors) need to be provided to discipline faculty and the program as a-whole (e.g., photocopier)

\$20,000

STAFFING

1. Develop a plan for the replacement of full-time faculty, linked to retirements.

UNDETERMINED COST SAVINGS

2. Develop a plan to hire both full-time and adjunct faculty with curriculum expertise to a) replace full-time retirees and b) accommodate expansion of the curriculum to meet student needs.

COST NEUTRAL