

# Comprehensive Program Review Report



## Program Review - History

### Program Summary

#### 2023-2024

**Prepared by:** Stephen Tootle, Rick Mangnall, and Katherine Becker

**What are the strengths of your area?:** The mission of the History department is to support the mission of the college by teaching the study of the past. We accomplish this mission by teaching survey courses in traditional, hybrid, and online formats.

We currently have 3 full-time instructors. Rick Mangnall will be retiring in June 2024, leaving us with only two full time instructors.

We assure the academic quality of our discipline by continuing to write, research, and publish history. We continue to engage in outreach with our community through public lectures and participating in public forums.

We continue to measure student success by assessing our students' ability to produce high quality written work. This definition of student success comes from our professional associations: The American Historical Association, The Organization of American Historians, and standards outlined by the National Association of Scholars. All history classes require more than 2,000 words of non-test writing. We assess this writing in courses and compare across courses through the Student Learning Outcome Assessments. We serve more than 2200 students each year with a very high success rate given the rigor of our courses. Success rates have held steady and in some classes have substantially improved since the 2017/2018 cycle. The college measures of Student Success are as follows:

Previous success rates for comparison are as follows:

#### 2022/2023

Hist 4, 70.5% success rate  
Hist 5, 86.4% success rate  
Hist 17, 53.6% success rate  
Hist 18, 64.3% success rate  
Hist 25, 76.7% success rate

#### 2021/2022

Hist 4, 61% success rate  
Hist 5, 73% success rate  
Hist 17, 48% success rate  
Hist 18, 59% success rate  
Hist 25, 72% success rate

#### 2020/2021

Hist 4, 74% success rate  
Hist 5, 65% success rate  
Hist 17, 64% success rate  
Hist 18, 66% success rate  
Hist 25, 84% success rate

2019/2020:

Hist 4, 66% success rate  
Hist 5, 65% success rate  
Hist 17, 64% success rate  
Hist 18, 66% success rate  
Hist 25, 84% success rate

2018/2019:

Hist 4, 65% success rate  
Hist 5, 63% success rate  
Hist 17, 64% success rate  
Hist 25, 77% success rate

2017/2018:

Hist 4, 66% success rate  
Hist 5, 61% success rate  
Hist 17, 64% success rate  
Hist 18, 61% success rate  
Hist 25, 67% success rate

We have experienced significant drops in our success rates during COVID. As we anticipated last year, with the resumption of in-person instruction these rates rose.

The number of history majors and minors is trending upward, as has the number of students completing History degrees and transfer objectives. Further, History students have been accepted to a diverse range of Universities including California State University, Fresno; University of California, Santa Cruz; Berkeley, UCLA, and UC Santa Barbara.

Continuing mentorship by our faculty prepares our students to transfer to research institutions.

In the past five years, the history department handled an average of 3,752 students each year (18,762 total) with three full-time faculty members. In 2023, with 3 full-time history instructors, the history department offered 90 history sections.

Unlike other departments, the expansion of dual-enrollment classes has more than offset any drops in overall enrollment.

The history department continues to be among the most efficient departments in the college. All of our classes filled this past year and all had waitlists by the first day of class.

This past year the full-time history professors took the unprecedented step of communicating with all of our faculty the expectations, curriculum, and transfer agreements of our department. We created and shared a document called "Every History Class at COS" that outlined the agreed-upon professional expectations and obligations including SLOs and PLOs. The creation and sharing of this document fulfilled one of our most important goals from last year.

Another strength of the history department is that we use program review to help us improve the history department, despite our impression that program review is irrelevant in decision-making for administration.

Our department meets annually for program review, semi-annually for student outcome assessment and we maintain email and face-to-face communication throughout the semester. Full-time faculty also participate in the evaluation process for adjunct and full-time faculty every semester.

History faculty engages with the community in several ways. One faculty member has joined Visalia Heritage and the Tulare County Historical Society. A COS student will be joining the board of Visalia Heritage through our new pathway to the museum club. Pathway to the museum is also working with the Tulare County museum. Students are volunteering at historical events and fundraisers. In addition, History faculty also spoke to local historical societies, conducted teacher trainings for the Bill of Rights Institute and Teaching American History, and published history curriculum for the Constituting America Project. History, Anthropology, and Art students will soon be working in paid positions at local museums. History faculty also published in widely-read history journals. Two full-time faculty members are currently advising two student clubs on campus.

**What improvements are needed?:** We need to hire two full-time history professors to replace both Ron Ruiz and Rick Mangnall.  
**Describe any external opportunities or challenges.:** Our largest single challenge is the maintenance of our course offerings due

to the retirements of two full time professors who have not been replaced. This has left us unable to offer courses in Mexican-American history, or to offer classes in-person on all three campuses during the day when student need is the greatest. While we have many applications from people willing to teach online as adjuncts, we have been unable to find qualified adjuncts who can or will teach in-person on all three campuses during the day. After screening hundreds of adjunct applications every year and conducting interviews for the past decade we can conclusively state that we have been unable to hire qualified adjuncts to teach the courses formerly taught by Ron Ruiz. Additionally, with the retirement of Rick Mangnall the problems will grow. In the fall of 2024 we will have a total of 20 history sections that need to be covered by full time faculty. Between 1000-1500 students will be unable to fulfill their GE course requirements for transfer.

Many of our dual enrollment students are taking online classes--not taking classes on their high-school campus. This increase in enrollments makes more work for our full-time professors. Additionally, we have had an increase in enrollments off-campus. This is creating an administrative burden because of the need for evaluation and mentoring these new adjunct history professors. We have had difficulty getting our dual-enrollment professors to adhere to COS curriculum, standards, and transfer agreements as many of them still think of themselves as primarily high school history teachers and they feel the need to respond to the high school administrators who are key to their livelihoods. They also feel the need to respond to parent demands.

**Overall SLO Achievement:** We are satisfied with our overall SLO achievement in all classes conducted by full-time faculty. Every full-time faculty member has implemented changes to their grading rubrics and syllabi to align class incentives and grades with our outcomes. The biggest pattern that is emerging is how difficult it is to get any kind of handle on SLO achievement in classes that are not taught by full-time faculty. We have achieved a somewhat monumental turnaround in our department over the last decade by discussing what is important to us and improving our classes based on communicating shared values while preserving academic freedom. However, the very structure of the school works against much further progress. In keeping with what we promised to do last year, our full time faculty created a document regarding a comprehensive understanding of history SLOs and PLOs and shared it with all history faculty.

**Changes Based on SLO Achievement:** We have run up against the limits of how we can enforce or encourage SLO compliance. See our previous comments regarding dual enrollment and adjuncts.

**Overall PLO Achievement:** Post-pandemic, the full-time faculty successfully collaborated on the implementation of our first program level outcome and confirmed the concrete changes made to our courses in the service of our program level outcomes. For instance, in 100% of the courses taught by full-time faculty, course materials now align with the program level outcome of requiring (and grading based upon) the sophisticated use of information, evidence, and argumentation.

**Changes Based on PLO Achievement:** We have run up against the limits of how we can enforce or encourage PLO compliance. See our previous comments regarding dual enrollment and adjuncts.

**Outcome cycle evaluation:** 100% compliance with full-time faculty. No data on adjuncts.

## Action: Program Level Outcomes

Make it easier for history students to transfer.

**Leave Blank:**

**Implementation Timeline:** 2022 - 2023

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** Program Level Outcomes need to be created

**Person(s) Responsible (Name and Position):** Katherine Becker

**Rationale (With supporting data):** Program Level Outcomes were never added to TracDat by previous History Faculty. We need to get PLOs entered and mapped in TracDat. This is especially important in regards to the impending accreditation visit in Fall of 2018.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

### Update on Action

#### Updates

**Update Year:** 2023 - 2024

09/07/2023

**Status:** Continue Action Next Year

All full time faculty are now implementing PLOs

# Program Review - History

Impact on District Objectives/Unit Outcomes (Not Required):

## Link Actions to District Objectives

District Objectives: 2018-2021

**District Objective 2.2** - Increase the number of students who transfer to a four-year institution by 10 percent over three years

District Objectives: 2021-2025

**District Objective 2.1** - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

**District Objective 2.2** - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

## Action: Hire a Full-Time History Professor

Hire a full-time history professor to replace Ron Ruiz.

**Leave Blank:**

**Implementation Timeline:** 2021 - 2022, 2022 - 2023, 2023 - 2024

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** District Objective 1.1: The District will increase FTES by 1.75% over the three years  
District Objective 2.1: Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

District Objective 2.2: Increase the number of students who transfer to a four-year institution by 10 percent over three years

District Objective 4.1: Increase the use of data for decision-making at the District and department/unit level

**Person(s) Responsible (Name and Position):** Stephen Tootle, Katherine Becker, Rick Mangnall

**Rationale (With supporting data):** In fall 2021 we have 24 full sections of history being taught by adjunct professors. Every one of those sections was full. We have delayed replacing Ron for five years because we wanted to prioritize other dire needs within first. But we simply cannot increase FTES, increase the percentage of students who earn AA degrees or transfer to four-year institutions, or increase the use of data in decision-making without replacing Ron Ruiz. Since he has been fully retired we have nobody on staff who can teach Mexican-American history or any of the history classes that are a regular part of most diverse history programs at community colleges.

**Priority:** High

**Safety Issue:** No

**External Mandate:** Yes

**Safety/Mandate Explanation:** According to the best information we have available, the new UC/CSU transfer pattern (CalGETC) will continue to require an American Institutions component.

### Update on Action

#### Updates

**Update Year:** 2023 - 2024

09/07/2023

**Status:** Continue Action Next Year

Improper format for action. This should be a resource request, not an action.

**Impact on District Objectives/Unit Outcomes (Not Required):**

## Resources Description

**Personnel - Faculty** - Hire a full-time History professor (Active)

**Why is this resource required for this action?:** We cannot grow the number of students we serve without adding more History faculty. Our current full-time and adjunct professors cannot staff current student needs at all three campuses. Lack of class availability will prevent students from meeting degree, certificate, and transfer goals.

# Program Review - History

**Notes (optional):**

**Cost of Request (Nothing will be funded over the amount listed.):** 150000

## Link Actions to District Objectives

District Objectives: 2018-2021
<b>District Objective 1.1</b> - The District will increase FTES by 1.75% over the three years
<b>District Objective 2.1</b> - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
<b>District Objective 2.2</b> - Increase the number of students who transfer to a four-year institution by 10 percent over three years
<b>District Objective 4.1</b> - Increase the use of data for decision-making at the District and department/unit level
<b>District Objective 4.2</b> - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents
District Objectives: 2021-2025
<b>District Objective 1.1</b> - The District will increase FTES 2% from 2021 to 2025.
<b>District Objective 2.1</b> - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.
<b>District Objective 2.2</b> - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

## Action: Primary Sources

Every history class at COS should require the use of primary sources in non-test writing.

**Leave Blank:**

**Implementation Timeline:** 2022 - 2023

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:**

**Person(s) Responsible (Name and Position):** Stephen Tootle Katherine Becker

**Rationale (With supporting data):**

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

Update on Action	
<i>Updates</i>	
<b>Update Year:</b> 2023 - 2024	09/07/2023
<b>Status:</b> Action Completed	
Sent out guidelines to all history faculty on how to require the use of primary sources.	
<b>Impact on District Objectives/Unit Outcomes (Not Required):</b>	
<b>Update Year:</b> 2022 - 2023	10/16/2022
<b>Status:</b> Continue Action Next Year	
Every history class conducted by full time history instructor at COS requires the use of primary sources in non-test writing. We have no data on their use by adjunct faculty. We have created a short handbook of expectations and sent it out to all history instructors. No adjunct instructor made any reply or indicated that they would implement the shared expectations of the history department.	
<b>Impact on District Objectives/Unit Outcomes (Not Required):</b>	

# Program Review - History

## Link Actions to District Objectives

District Objectives: 2018-2021

**District Objective 2.2** - Increase the number of students who transfer to a four-year institution by 10 percent over three years

District Objectives: 2021-2025

**District Objective 2.2** - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

## Action: Increase Student Success

Increase Student Success by implementing plans from SLO and PLO evaluation including teaching Chicago Style and using primary and secondary sources across all History classes

**Leave Blank:**

**Implementation Timeline:** 2019 - 2020, 2022 - 2023

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** PLO: History students will be skilled in producing papers in Chicago Style in preparation for transfer; SLO 2: Students will properly use both primary and secondary sources as a part of historical narration or arguments.

**Person(s) Responsible (Name and Position):** Katherine Becker and Stephen Tootle

**Rationale (With supporting data):**

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

### Update on Action

#### Updates

**Update Year:** 2023 - 2024

09/15/2023

**Status:** Continue Action Next Year

We continue working on full implementation of SLOs and PLOs across all classes. All full-time faculty have implemented changes to syllabi and grading rubrics to ensure students are meeting SLOs and PLOs. Students in Full-time professor's classes are meeting SLOs and PLOs. Adjuncts have been informed that they should also be making the necessary changes to ensure SLOs and PLOs are met.

**Impact on District Objectives/Unit Outcomes (Not Required):**

## Link Actions to District Objectives

District Objectives: 2018-2021

**District Objective 2.2** - Increase the number of students who transfer to a four-year institution by 10 percent over three years

**District Objective 4.1** - Increase the use of data for decision-making at the District and department/unit level

**District Objective 4.3** - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

District Objectives: 2021-2025

**District Objective 2.2** - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

**District Objective 4.1** - Increase the effective use of data and transparency in decision making at all institutional levels from

# Program Review - History

2021-2025.

**District Objective 4.3** - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

## Action: History Club

Revive History clubs and systematically encourage club participation. At our next department meeting, the History Department will emphasize the need to put a statement regarding clubs into syllabi. The club will support student interest in history and general ed success and transfer rate increase.

**Leave Blank:**

**Implementation Timeline:** 2023 - 2024

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** Pending at this time.

**Person(s) Responsible (Name and Position):** Katherine Becker

**Rationale (With supporting data):** N/A

**Priority:** Low

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

### Update on Action

#### Updates

**Update Year:** 2023 - 2024

09/20/2023

**Status:** Continue Action Next Year

We have replaced the History and Genealogy Club with the Pathway to the Museum Club

**Impact on District Objectives/Unit Outcomes (Not Required):**

## Link Actions to District Objectives

District Objectives: 2018-2021

**District Objective 2.1** - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

**District Objective 2.2** - Increase the number of students who transfer to a four-year institution by 10 percent over three years

District Objectives: 2021-2025

**District Objective 2.1** - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

**District Objective 2.2** - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

## Action: Increase Student Access to History Courses

Need to hire another full-time Professor of History

**Leave Blank:**

**Implementation Timeline:** 2022 - 2023

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** Relevant Course Level Outcomes that would be helped by the hiring of new faculty:

In a written assignment, students will engage a diversity of viewpoints in a civil and constructive fashion.

# Program Review - History

In a written assignment, students will properly use both primary and secondary sources as part of a historical narrative or argument.

In a written assignment, students will demonstrate an ability to evaluate sources for credibility and perspective.

**Person(s) Responsible (Name and Position):** Division Chair and Faculty

**Rationale (With supporting data):** We needed to hire for this position four years ago and the need is even greater today. No other primarily transfer-oriented academic department handles more students with fewer faculty members. According to the Faculty Growth Template we could have 13.4 full-time History faculty members. We had 3.5, and now have 2.5. In spring 2017 we would have had only have one full time history professor if not for the hiring of Katherine Becker. However, we are still understaffed since, while Katherine Becker took Steve Natoli's position, Ron Ruiz's position was never replaced. So, the department is still in need of a full-time professor. Rick Mangnall is only a half-time history professor and he teaches only online and hybrid classes. Gary Roldan is only teaching high school students. Linda Yost, Ed Robinson, and Floyd Hord have retired. Ron Ruiz had come back and taught classes--and managed our Mexican American history classes. He has retired. Other adjuncts have retired. We have been unable to hire qualified adjuncts to replace our retiring adjuncts. We are also unable, even with now two full time history professors, to provide equity on the Tulare and Hanford campuses. Hanford and Tulare students currently do not have access to full time history professors in scheduled office hours on those campuses. We could hire a full time professor and give them a full load just with the needs at the Tulare campus.

We anticipated that 1200 students would want to take history classes in the spring of 2019 and that 500 of them will be unable to do so if we do not hire another full time history professor in the fall of 2018. That happened. Coming out of the pandemic we are seeing an increased need for on-campus course offerings (that have also tended to have higher success rates).

By not hiring another full time historian we have had to cut our offerings of History 4, 5, 17, 18, and 25 making it more difficult for students to finish their academic plans in two years. These actions have severely impeded the district's ability to achieve its goals in growth and equity, if not render their realization impossible.

In 2011-12 Ron Ruiz was still teaching full time and our WSCH was 8145. So with 3.5 faculty members our WSCH per faculty member was 2327. In 2012-13 with Ron's retirement our WSCH dropped significantly, to 6573, making our WSCH per faculty member 2629 (with 2.5) full time faculty members. In 2013-2014 our WSCH increased by 21% to 7966, or 3186 per full time faculty member. In other words, we had a 37% increase in efficiency in just two years. With the Burberry, Ruiz, and Natoli retirements, we were desperate to fill the position Katherine Becker now occupies. However, this still leaves us with only two full time faculty members to cover all courses on all three campuses.

**Priority:** High

**Safety Issue:** No

**External Mandate:** Yes

**Safety/Mandate Explanation:** Standard Three of the accreditation standards states that we must have equity of resources available to all students. Failure to hire another full time history professor would prevent us from offering students at our Hanford and Tulare campuses access to full time professors and their office hours, and History 4, 5, 23, and 25 would not be available on those campuses.

## Update on Action

### Updates

**Update Year:** 2022 - 2023

09/07/2023

**Status:** Action Discontinued

Discontinued because it duplicated another action.

**Impact on District Objectives/Unit Outcomes (Not Required):**

## Resources Description

**Personnel - Faculty -** We need to hire a full-time history professor. (Active)

**Why is this resource required for this action?:**

**Notes (optional):**

**Cost of Request (Nothing will be funded over the amount listed.):** 200000

## Link Actions to District Objectives



# Program Review - History

District Objectives: 2015-2018
<b>District Objectives</b> - 1.1 - Increase overall enrollment by 1.75% annually
<b>District Objectives</b> - 2.1 - Increase the number of students who are transfer-prepared annually.
<b>District Objectives</b> - 2.2 - Increase the number of students who earn an associate degree or certificate annually.
<b>District Objectives</b> - 2.4 - Increase Career Technical Education course success rates and program completion annually.
<b>District Objectives</b> - 3.1 - Reduce the achievement gap of disproportionately impacted student groups annually, as identified in the Student Equity Plan.
<b>District Objectives</b> - 4.1 - Improve operational systems based upon data driven decision-making as described in the COS 2.0 manuals.
District Objectives: 2021-2025
<b>District Objective 1.1</b> - The District will increase FTES 2% from 2021 to 2025.
<b>District Objective 2.1</b> - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.
<b>District Objective 2.2</b> - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

## Action: Chicago Style

All history classes at COS should require Chicago Style notes in non-test writing.

**Leave Blank:**

**Implementation Timeline:** 2020 - 2021, 2022 - 2023

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:**

**Person(s) Responsible (Name and Position):** Stephen Tootle Katherine Becker

**Rationale (With supporting data):**

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

Update on Action	
<i>Updates</i>	
<b>Update Year:</b> 2023 - 2024	09/07/2023
<b>Status:</b> Action Completed	
Sent memo out to all history faculty showing how to require Chigago Style notes in all classes.	
<b>Impact on District Objectives/Unit Outcomes (Not Required):</b>	
<hr/>	
<b>Update Year:</b> 2022 - 2023	10/16/2022
<b>Status:</b> Continue Action Next Year	
Every history class conducted by full time faculty now requires the use of Chicago Style formatting in non-test writing. We have some anecdotal evidence that some adjunct faculty require the use of Chicago Style formatting in non-test writing. We sent out a mini-handbook to add history-teaching faculty. We will continue to use the evaluation process in order to ascertain whether adjunct faculty are requiring the use of Chicago Style formatting in writing.	
<b>Impact on District Objectives/Unit Outcomes (Not Required):</b>	

# Program Review - History

## Link Actions to District Objectives

District Objectives: 2021-2025

**District Objective 2.2** - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

## Action: Use JSTOR

Require the use of JSTOR in non-test writing.

**Leave Blank:**

**Implementation Timeline:** 2020 - 2021, 2022 - 2023

**Leave Blank:**

**Leave Blank:**

**Identify related course/program outcomes:** Student Learning Outcomes

1. In a written assignment, students will engage a diversity of viewpoints in a civil and constructive fashion.
2. In a written assignment, students will properly use both primary and secondary sources as part of a historical narrative or argument.
3. In a written assignment, students will demonstrate an ability to evaluate sources for credibility and perspective.

**Person(s) Responsible (Name and Position):** Stephen Tootle, Katherine Becker, Rick Mangnall

**Rationale (With supporting data):**

**Priority:** Medium

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

### Update on Action

#### Updates

**Update Year:** 2023 - 2024

09/07/2023

**Status:** Action Completed

Created and sent out guidelines to every history faculty member describing how JSTOR should be used in class.

**Impact on District Objectives/Unit Outcomes (Not Required):**

**Update Year:** 2022 - 2023

10/16/2022

**Status:** Continue Action Next Year

All full-time faculty require the use of JSTOR in non-test writing. We will continue to use the data and tools at our disposal in order to find out if adjunct faculty are requiring the use of JSTOR articles in non-test writing.

**Impact on District Objectives/Unit Outcomes (Not Required):**

## Link Actions to District Objectives

District Objectives: 2021-2025

**District Objective 2.2** - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

## Action: Maintain History Course Offerings

Ron Ruiz was never replaced. Rick Magnall will retire at the end of Spring 2024. This will leave only two full time faculty. In order to maintain a sufficient number of course offerings to meet student demand it is imperative that we hire a full time instructor.

**Leave Blank:**

**Implementation Timeline:** 2023 - 2024

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Leave Blank:

Leave Blank:

Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Stephen Tootle, Professor; Katherine Becker, Professor

Rationale (With supporting data):

Priority: High

Safety Issue: No

External Mandate: Yes

Safety/Mandate Explanation: Need to go to CSU/UC, GE Pattern, American Institutions requirement

## Update on Action

### Updates

Update Year: 2023 - 2024

10/13/2023

Status: Continue Action Next Year

We still have not been able to hire another full time history instructor.

Impact on District Objectives/Unit Outcomes (Not Required):

## Link Actions to District Objectives

District Objectives: 2021-2025

**District Objective 1.1** - The District will increase FTES 2% from 2021 to 2025.

**District Objective 2.1** - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

**District Objective 2.2** - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

## Action: Restore History Course Offerings

Hire full time faculty in History

Leave Blank:

Implementation Timeline: 2023 - 2024

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Stephen Tootle, Professor; Katherine Becker, Professor

Rationale (With supporting data): This means we need a history professor to teach the history courses that have sometimes been taught by Ethnic Studies professors. Ron Ruiz taught Mexican American History. Silas Cha (who left to

Priority: High

Safety Issue: No

External Mandate: Yes

Safety/Mandate Explanation: With Ethnic Studies becoming a requirement, we need our Ethnic Studies professors to teach Ethnic Studies. We also need to replace the full time professors who previously taught courses required for transfer during the day at Hanford and Tulare Campuses. Both Ethnic Studies and American Institutions are state mandated requirements.

## Link Actions to District Objectives

District Objectives: 2021-2025

**District Objective 1.1** - The District will increase FTES 2% from 2021 to 2025.

**District Objective 2.1** - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

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**District Objective 2.2** - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.