

Comprehensive Program Review (2024-2025)

Instruction – History

Section 1: Program Information

Catalog Description

History is a critical examination of the record of human development, with attention to changing social, political, economic, and cultural structures. The study of history is the endeavor to understand the present by becoming knowledgeable about the past. As the context of all human activity, students of history strive to understand society and their place in it. History courses satisfy general education requirements for the associate degree, an associate degree for transfer in history, an associate degree in liberal arts - humanities, an associate degree in social sciences, and lower division transfer. The Honors Program includes four history courses: HIST 103H History of World Civilization up to 1500 C.E./Honors, HIST 104H History of World Civilization since 1500 C.E., HIST 107H History of the United States before 1877 - Honors, and HIST 108H History of the United States since 1877 - Honors.

Faculty/Staff

List all faculty members (full or part time) who have taught in the program in the last year. Include the division administrative assistant. Indicate with an asterisk next to the name, those who are participating in the program review process this year.

Administrative Assistant:

Gayle Allen

Full-Time Faculty:

Senya Lubisich

Bruce Solheim

Michael Ray

Elisabeth Ritacca

Brian Waddington

Part-Time Faculty:

Matthew Berkley

Robert Farrar

David Lewis

Lisa Matthews

Eddie Pimentel

Areej Qasqas

Ronald Woolsey

William Zemen

Section 2: Mission

Citrus College Mission Statement

Citrus College provides students with quality educational experiences and support services that lead to the successful completion of degrees, transfer, certificates, career/technical education and basic skills proficiency. The college fosters academic and career success through the development of critical thinking, effective communication, creativity, and cultural awareness in a safe, accessible and affordable learning environment. In meeting the needs of our demographically diverse student population, we embrace equity and accountability through measurable learning outcomes, ethical data-driven decisions and student achievement.

How does this program support the mission of the college? Write about the educational purposes of the program, including skill proficiency, degrees, certificates, transfer, and employment. Are there any specific ways the program promotes equity and cultural awareness?

The history program supports Citrus College's mission by assisting students in developing important critical thinking and communication skills that are important in degree and transfer pathways. The program offers an Associate of Arts for Transfer (AA-T) degree and provides important pre-requisite credit for transfer to CSUs, UCs and many private colleges. The program's emphasis on considering different perspectives, critical reading, writing and thinking skills, as well as exposure to historical themes and practices can help provide a basis for many career paths, most notably in education, public history and law.

History courses foster critical thinking, effective communication and cultural awareness as they cover a range of diverse topics and among those topics is an emphasis on the diversity of experiences and contributions in the historical process. The development of even the concept of human and civil rights and how those have evolved along with the challenges involved in that evolution are often a fundamental component in our history courses.

A prompt for a History 108 course that could be fairly representative reads as such: What were some of the important developments that made the 1920s a "new" and more "modern" time period? Pick a group of Americans (city folk, rural people, women, non-whites) and discuss some of the ways they experienced the 1920s. What was not so modern about the 1920s? What do you think is the most important legacy of the 1920s?

Students are assigned readings from a text, as well as receive information from lecture and perhaps a class video. Students then have the opportunity to evaluate important historical developments and how those developments might have been experienced in different ways depending on one's circumstances. Another example of how the history program promotes critical thinking, effective communication and cultural awareness is with comic books. In one class, comics that combine history, humor, science fiction, and social issues are combined with short analytical writing assignments that encourage students to take an active role in society.

Faculty work with the DSP&S and Learning Center offices to strive to meet equity in the learning needs of students. Students are encouraged to self-advocate by both DSP&S and in our syllabi and several faculty have Learning Center representatives and tutors present information at class meetings or be embedded in their Canvas courses.

Section 3: Course Curriculum

Review the course outlines of record (COR) for the program. Then write about the status of these courses, with statements about each of the areas listed below. Include any modifications to the curriculum that have been made or need to be made to better serve students and enhance completion.

- **Currency of courses: Has each COR been reviewed by the curriculum committee within the past six years? Have each course's prerequisites been reviewed to determine if they prepare students adequately enough for students entering the course?**
 - All courses are reviewed by the curriculum committee on a six-year cycle. The department does not have any outstanding courses for review. Most recently work was done to bring History 140 – The American West back into the cycle of course offerings with updated content. HIST 160H (honors version of U.S. women's history) also went through the local curriculum approval process and will be offered in future years, once approved for transfer by the university systems.
 - Courses in the history department do not have pre-requisites. Instead, students are strongly recommended to have completed English 101 prior to taking a history course.
- **Alignment with California General Education Transfer Curriculum (CalGETC) if associated. Alignment with business and industry if career and technical education. Does it continue to meet the needs of employers in the area?**
 - The courses in the History department align with CalGETC. Additionally, courses align with C-ID descriptors where applicable.
- **Formats (modality type, course length, evening/weekend, noncredit, etc.)**
 - Courses are offered in a variety of formats, such as asynchronous, hybrid, and synchronous. Additionally, courses are offered in six, eight, twelve, and sixteen-week formats.
- **Are there any limitations preventing timely progress toward educational goal attainment?**
 - There are no limitations preventing timely progress toward educational goal attainment. The new General Education pathways have placed history as a more peripheral requirement toward degree completion.

Section 4: Student Success Data

[Power BI Dashboard](#) (link)

Review and write about the data on student success, retention, degrees, certificates, and transfer.

- **How does your program compare with college-wide data?**
- **Compare performances within your program to those of the collegewide data.**
- **Write about any notable equity gaps in performance.**
- **What potential obstacles or barriers do students face?**
- **What opportunities are available to address these barriers?**

Student performance in our program compares to college-wide markers of student success as follows.

- **Retention:** History program retention roughly matches college-wide retention at 92% versus 91% in the most recent available data.
- **Enrollment:** History course enrollment has remained remarkably consistent despite volatile trends campus wide.
- **Success:** Seventy-three percent of students enrolled in History courses successfully completed their courses, which is comparable to the 74% success rate college wide. But success rates in the program have generally not improved over the past few years, which is something to watch.
- **Degrees Awarded:** The number of AA-Ts in History has fallen significantly from 47 in 2019-2020 to just 18 in 2023-2024. This underscores the importance of the program maintaining relevant curriculum and communicating the value of its course to students and counsellors. We notice significant declines in other SBS programs, but that in History is perhaps the most precipitous.
- **Demographic trends in the program:** Men constitute roughly 57% of declared History majors, a trend which differs significantly from the overall SBS CAP, in which women outnumber men by nearly three to one. As of the most recent available data, we have no Asian/Asian American history majors. Latino students are represented proportionate to their share of the overall student population. We have only two African American majors.
- **Common barriers faced by our students:** As we see campus wide, students we encounter in History often struggle with basic needs such as housing, food insecurity, transportation and parking costs, and as a result, many have difficulty balancing multiple obligations at home, work, and school. Many of our students have expressed anxiety regarding immigration status or have communicated personal experiences of racism and other forms of harassment. Students also struggle to complete their coursework in a timely fashion due to dropping or failing necessary classes or being unable to register for required courses. Many students struggle to purchase textbooks and attempt to complete their courses without a book. But doing so constitutes a major obstacle for history students since course readings are at the core of the field and of course design. Additionally, many students arrive to our courses without much experience reading and increasingly default to the use of AI to interpret readings for them.
- **Addressing these barriers** will require a systemwide approach. However, we have implemented some strategies in our classes to address student needs. For example, several of our courses rely upon OERs or are ZTC courses. In fact, it will now be possible for students to complete a History transfer degree by taking only courses with zero textbook costs. We look forward to recommendations from the Academic Senate regarding guidance on AI. Unfortunately, the college has denied efforts to eliminate parking costs for students, which would have helped ease the financial cost of college for many students. We hope that the college will maintain its support for all of our students, regardless of identity or immigration status. Something that we do in our classes is to incorporate the history of different communities and of different viewpoints in our course materials.

Section 5: Program-Level Student Learning Outcome Assessment

Review all program, degree, certificate, and skill award SLOs. Write about their current status, as well as any modifications that have been made or need to be made. (If you need to update the degree/certificate/skill award learning outcomes, this is done through the curriculum review process. Program learning outcomes should be updated here.)

The program-level SLOs are currently in place in our courses. Their emphasis on students acquiring a better understanding of the forces that create history, how those forces had varying influences on different groups and regions that led to varying experiences, the sources that historians use to understand history and that history can be told through multiple perspectives, as well as how our world is shaped by history all seem current and relevant to our program goals and are reflected in our course SLOs. Other than perhaps some minor grammar edits, there doesn't seem to be a need for significant updates or revisions.

However, the actual skills developed and/or acquired are murkier. Ideally reading, writing and critical thinking skills are important in our history classes, but not all faculty necessarily require all of those in their courses. How any growth in those skills would be measured is also difficult to quantify. The degree SLOs, while more concise, match well with the program SLOs.

Provide a summary of how well course-level SLOs align with the broader program-level SLOs and if any changes are needed.

The course-level SLOs vary among the courses in amount of outcomes and wordings. That seems to be mainly due to individual faculty who primarily teach the course or who developed the course writing the SLOs and updating the course outlines rather than our program as a whole. It is also expected that the course outline SLOs will differ a bit from the program-level SLOs as they are more specific to a particular course. While there is variance among the courses overall and some differences, the course SLOs consistently align well with the broader program and degree-level SLOs and there doesn't seem to be a need for revision.

Section 6: Assessment and Planning

Past Recommendations and Goals

Summary of Past Recommendations and Goals: Describe the progress made on your recommendations and goals from the last comprehensive program review.

Goal 1: Respond to changing needs of students and enrollment patterns that shifted due to the pandemic with different course modalities.

We have done this with hybrid classes and more online classes and moving away from night classes.

Goal 2: Hire an African-American History instructor.

We did hire an Ethnic Studies instructor but do not have a dedicated full-time African American History instructor.

Overall Strengths: What does your program do especially well? List some of the things that are making a positive difference for your students, as well as any recent improvements or accomplishments.

1. Online classes are very popular. Solheim only had 8 students in a Vietnam history class when it was offered this semester as a traditional in-person 16-week course. It was switched to a late

start online and wound up with 45 students.

2. Hybrid classes (meeting just once per week) are a good fit for this new post-Covid teaching modality paradigm.
3. Students desperately need basic historical analysis tools to help them check the historical analogies that are being applied by the media and policymakers. They also need to understand how historians "think in time" (e.g., trying to understand historical figures within the context of their time) and use good judgement and discernment skills to make sense of the past, the present, and chart our future course.
4. AI is a challenge, but if we lean into it, we can help students understand how to use it effectively as a tool and not a substitute for doing the work. The power of AI is only growing, and it will be our mission to harness its power and guide our students into this new world. I have been around long enough to have studied in physical libraries and archives taking notes by hand on 3x5 cards to finding materials online from the comfort of my home to now asking AI to write a rough draft of a research article with sources. What is next? Bill Gates has predicted that medical professionals and teachers will be some of the first people to be replaced at least in part by AI. I (Solheim) would like to prove him wrong.
5. We have at least several students who received degrees in our program who have gone on to work for the National Park Service as history guides, as well as history faculty in California community colleges.

Overall Weaknesses: In what ways does your program need to improve?

1. Traditional in-person night classes are no longer popular.
2. Traditional lectures, especially video lectures for DE classes, are not very effective anymore. I have cut my video lectures down to less than five minutes and much of the content is going over objectives, tips for success on assignments, encouragement and empowerment, and keeping them on track.

How does your program help support DEIA+ efforts and students' sense of belonging? What additional institutional resources or cross-departmental interaction would aid in offering support?

The history program course outlines and student learning outcomes (SLOs) reflect representation of the contributions of diverse groups in the historical process. Canvas support, the Online Education committee as well as our College's DSPS office and Learning Center work with faculty to help ensure that course materials are accessible to students with diverse learning needs.

Fundamentally, the history program strives to help in understanding and appreciating the multitude of peoples and cultures in the world, which promotes appreciation and understanding of diversity. The program promotes student sense of belonging with positive interaction and support of our students in the classroom.

At this moment, there are no requests for additional resources or cross-departmental interaction.

Recommendations and Goals: Identify changes you plan to make to improve your program over the next three years. (Keep in mind that goals should not include increasing your budget or getting useful equipment. Instead, they should be focused on what your program will accomplish in serving students and the college.)

These are not changes, but our program will continue to encourage the use of Zero Cost Textbooks and Open Educational Resources. We will stay involved in updates and be responsive to necessary changes related to the development of Guided Pathways to assist students in efficient and effective educational choices, degree completion and transfer pathways.

The possibility for ongoing decreases in history enrollment given the new requirement for ethnic studies is something that may impact the program.

Budget Planning: Describe the resources (staffing, facilities, technology, equipment, and professional development) you anticipate needing over the next three years in order to accomplish the goals/SLOs for your department. Ideally, this information will inform your resource requests in the annual updates for each of the next three years.

The history program sees AI as a significant challenge and opportunity. We need more training to be able to steer our students in a direction that makes use of the power of AI while staying true to ethical use of technology and empowering our students to be analytical, discerning, and creative in their thinking.

It would probably be part of a larger campus investment, but it might be useful to have some subscriptions to AI-detection services other than Turnitin. There are obviously YouTube and Tik Tok videos on how to beat AI detection and it is difficult for faculty to keep up with students gaming the system.