Please complete this section for programs/disciplines scheduled for comprehensive review in spring 2014. Go to Section II for programs/disciplines scheduled for annual review in spring 2014.

A. OVERALL PROGRAM EFFECTIVENESS

1. **Describe fiv16rE19(aO)-ll(g)-5( )]TJ   -0.002 Tc 0.008.554**

The courses emphasize an activist perspective designed to empower students to bring social and political change to their local communities with the intent to empower the community itself. The classes also explain the causes of oppression and discrimination while discussion popular resistance to oppressive institutions.

The History Department continues to limit textbook costs to a maximum of $50 per class. This has been a challenge since textbooks have become so expensive yet with one or two exceptions in Western Civilization and World History courses we have achieved this goal.

History is interdisciplinary and incorporates elements from many other disciplines including, but not limited to:

B. INSTRUCTIONAL STAFFING

1. **In the table below enter the number of sections offered and the number of full time and adjunct faculty in your program/discipline by term over the past several years.**

2. **What staffing factors/challenges have influenced**

C. CTE PROGRAMS – LABOR MARKET & ACHIEVEMENT

Please complete this section if the program is Career Technical Education (CTE). Go to subsection D if the program is not _____ CTE.

1. **Describe the demonstrated effectiveness on the program over the past several years with levels and trends of achievement data, including degree/certificate completions (awards) and employment statistics.**

[Begin response here]

2. **Describe the number of, activities of, and recommendations resulting from advisory committee meetings that have occurred over the past two years. What inforbv**

D. PROGRAM GOALS

1. **List and describe program/disciplinary goals for the next comprehensive review cycle—Fall 2014 through Fall 2018. Be sure to highlight innovative, unique, or other especially noteworthy aspects.**

A new mission and vision is currently before the board for approval in February. In considering your program's future goals, please review the proposed new mission and vision statements.

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B. TEACHING MODALITY

1.   **Enter the number of Distance Education Courses, both fully**

3. **Describe the process to change and improve student success in DE courses/sections in your program, and any other relevant factors regarding diverse teaching modalities and environments, such as specific locations.**

In my classes, and I can only speak for my classes, I have tried a variety of approaches to help students succeed in DE courses. In response to the Bookstore's failure to order enough books I have moved all my courses, with the exception of the History of California (HIS10), to fully online sources. I expect to update HIS10 to fully online sources by Fall 14. There is a down side to fully online sources if students have difficulty reading online and must print their sources. The cost of printing can be prohibitive. There is no easy solution.

In the Spring of 14, I taught two fully hybrid courses and have noticed a higher retention and success although the semester still has a few weeks to go. I will have more information next semester.

I have begun using the Statistics function in Etudes to assess assignment. This data has helped me identify assignments or assessments that need to be improved or changed.

C. CURRICULUM

Complete the following tables pertaining to courses scheduled for review.

Courses scheduled for review during AY 2013-14 as previously specified	Faculty member(s) responsible for coordinating	(a) Was the course reviewed and (b) taken through the curriculum process?	Date of approval (or anticipated approval) by Curriculum Committee
History 46A	Ann DeJesus Riley	Yes	5/15/2014
History 46B	Ann DeJesus Riley	Yes	5/15/2014
History 10	Ann DeJesus Riley	Yes	5/15/2014
History 8	Ann DeJesus Riley	Yes	5/15/2014
History 47	Ann DeJesus Riley	Yes	5/15/2014
History 40	Ann DeJesus Riley	Yes	5/15/2014

Courses scheduled for review during AY 2014-	Faculty member(s) responsible for coordinating	Target semester and year—Fa 2014 or Sp 2015
HIS17A	DeJesus Riley	Fall 14
HIS17B	DeJesus Riley	Spring 15
HIS10	DeJesus Riley	Spring 15
HIS47	Adjunct Unknown	Fall 14

D. OUTCOMES

Use your Program Outcome Maps to assist you in this subsection. As you plan your course assessments, keep the higher level program outcome in mind. While course level assessment serves the purpose of examining the teaching and learning for that particular course, it also provides the data that will be viewed collectively for assessment of the associated program level outcomes.

PROGRAM LEVEL OUTCOMES

1. Please complete the following tables.

List Program level outcome(s) scheduled for assessment as previously specified	What changes have occurred in the program/discipline as a result of dialogue?	Was the Program Outcome Assessment Summary completed?
• apply critical thinking skills in reading, comprehending, and interpreting historical scholarship.	Faculty discussed standardized assessments for all History courses.	Yes with the exception of an adjunct who did not submit data for a class that he alone taught.

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3. **Describe how Core Competencies were specifically addressed by the program/discipline during the past year. For example, were data gathered at the course level? Was there review and analysis of the data? How did the discipline faculty engage in discussion? Were any interventions conducted? Are there any plans to make changes to courses or improvements in teaching and student learning?**

All course SLOs were assessed for classes taught in Fall 13 except for HIS 47 (lack of participation from adjunct). Each course assessed had an element of critical thinking as an SLO and is mapped to the core competency. This data was used to examine the program level SLO that speaks to critical thinking. Review and data analysis occurred at the flex day in January 14.

COURSE LEVEL STUDENT LEARNING OUTCOMES

4. **Please complete the following tables.**

List courses scheduled for SLO assessment as previously specified	In what term was the course assessed?	Was the Course Assessment Summary Report completed?
All courses that were taught in Fall 13 were assessed except for HIS 47.	Fall 13	Yes and placed on the R: drive.
HIS 49B	J. Oliverez	Yes
HIS 5B	K. Holland	Yes
HIS 47	S. Shore	No
HIS 46B	DeJesus Riley	Yes

List courses scheduled for SLO assessment in AY 2014-15	Faculty member(s) responsible for coordinating	Target semester and year—Fa 2014 or Sp 2015
HIS 10	DeJesus Riley	Sp 15
HIS 17A	DeJesus Riley	F 14
HIS 17B	DeJesus Riley	Sp 15
HIS 47	DeJesus Riley	F 14

5. **Describe course level assessments results and how they will influence your plans moving forward.**

The discussion of course level assessments resulted in the creation of an assessment that can be used in all History courses with slight modification for course content.

6. **Describe assessment activities that need to be strengthened or improved. What are the challenges to achieving these improvements?**

It is extremely difficult to discuss activities across the discipline because of the high number of adjunct teaching History courses. In my courses I have utilized the Statistics function in Etudes

to evaluate all my assessment and gather data to improve quizzes and discussions. At the end of every semester I ask students what I should keep and what should go.

It is virtually impossible to rely on adjunct for accurate information regarding their courses and outcomes. Many adjunct feel they are evaluated solely on success and retention and are afraid to adopt rigorous assessments if they affect retention and success. The absence of accountability has created an adjunct culture of ignoring outcomes and course outlines. Some adjunct do not create syllabi with required information nor do they provide meaningful data when asked to contribute to the assessment process. Without the addition of two more full time faculty in

E. PREVIOUSLY SCHEDULED ACTIVITIES

This subsection focuses on activities that were previously scheduled. An activity can address many different aspects of your program/discipline, and ultimately is undertaken to improve or enhance your program/discipline, and keep it current.

Activity scheduled	What success has been achieved to date on this activity?	What challenges existed or continue to exist?	Will activity continue into AY 14-15?	Will activity continue into AY 15-16?*
1. Creation of collaborative Mission project	iPad acquired.	Funding for travel and the ability to teach a semester fully online to travel to missions	If funding and teaching fully online are available.	If funding and teaching fully online are available.
2.				

This s ection must be   completed for ALL academic   programs, whether scheduled for annual or comprehensive review in spring 2014.

A. NEW ACTIVITIES

This subsection addresses new activities for, and continuing new activities into, **AY 2015-16**. An activity can address many different aspects of your program/discipline, and ultimately is undertaken 1

5.							

* See Appendix A for a list of the 11 goals in the college's Strategic Plan.

As this course expands we expect to look at more local histories including the history of the Salinas

B. RESOURCE REQUESTS

If new/additional resources are needed for your program/discipline, it is important that you identify them and project their cost, and that these resources and costs be considered through the College's integrated planning (governance, budget development, funding decision making, and resource allocation) processes. A resource is likely to be something needed to support an activity that you have identified in IIIA. ow -1(1(fi)rt)s(r)9(9-8( )]TJ   -0.003 Tc -0001 Tw8 1.785 -1.13 Td   c(u)-o(s)-lu-1(m(o)-2()-1(l

APPENDIX A. Strategic Priorities & Goals
(from Hartnell College Strategic Plan 2013-2018)

Priority 1: Student Access

Goal 1A: Hartnell College will provide higher education, workforce development, and lifelong learning opportunities—with seamless pathways—to all of the college's present and prospective constituent individuals and groups.

Priority 2: Student Success

Goal 2A: Hartnell College will provide a supportive, innovative, and collaborative learning environment to help students pursue and achieve educational success.

Goal 2B: Hartnell College will provide a supportive, innovative, and collaborative learning environment that addresses and meets the diverse learning needs of students.

Priority 3: Employee Diversity and Development

Goal 3A: Hartnell College is committed to 1) increasing diversity among its employees; 2) providing an environment that is safe for and inviting to diverse persons, groups, and communities; and 3) becoming a model institution of higher education whose respect for diversity is easily seen and is fully integrated throughout its policies, practices, facilities, signage, curricula, and other reflections of life at the college.

Goal 3B: To attract and retain highly qualified employees, Hartnell College is committed to providing and supporting relevant, substantial professional development opportunities.

Priority 4: Effective Utilization of Resources

Goal 4A: To support its mission, Hartnell College is committed to the effective utilization of its human resources.

Goal 4B: Hartnell College is committed to having its physical plant, furnishings, and grounds maintained and replaced in a planned and scheduled way to support learning, safety, security, and access.

Goal 4C: Hartnell College will maintain a current, user-friendly technological infrastructure that serves the needs of students and employees.

Goal 4D: Hartnell College is committed to maximizing the use and value of capital assets, managing financial resources, minimizing costs, and engaging in fiscally sound planning for future maintenance, space, and technology needs.

Priority 5: Innovation and Relevance for Programs and Services