

POSITION REQUESTED: History Instructor

New
 Replacement: [list person(s) being replaced]

DIVISION: Social Science

DIVISION CHAIR: Karen Bishop

YEAR DIVISION LAST HIRED A FULL-TIME FACULTY POSITION: 2022

GENERAL INFORMATION REGARDING POSITION REQUEST:

1. Which of the following areas of need will be addressed by this position? (check all that apply)

- Transfer to 4-year colleges and universities
- General Education
- Basic Skills Instruction
- Vocational instruction
- Instructional Support Services
- Student Support Services

2. Is this position addressed in the college's Educational Master Plan and/or the most recent Program Review for the area?

- Yes (please cite below)
- No (please explain why below)

The most recent Social Science Program Review, submitted in the Spring 2021 semester, addressed the need for a third full-time instructor. Since that time, the need for a third full-time instructor has grown due to an increase in general enrollment and the growing requests from area high schools for dual enrollment/Early College History sections. This, coupled with the limited number of local History adjuncts available, has forced the History program to limit its course offerings and leaves classes vulnerable to cancelation. The relevant sections from the last program review are copied below:

Request for New/Replacement Staff

Use one line for each position requested. Justify each position in the space below.

	Title of Position	Classification (Faculty, Classified, or Management)	Full or Part Time	New or Replacement
Position 1	History		FT	New
Position 2				
Position 3				

Justification:

As described in the section above for the History program, the program has grown significantly in the past three years in order to address significant wait lists for key GE courses (primarily HIST P117 & P118), increased demand due to required courses that are part of the Elementary Teacher Education degree (HIST P101, as well as P117 & P118), and the growth of dual enrollment programs at local high schools. This position was not part of the 2018 Social Science Division program review because much of the growth has occurred since then as an effort to increase the number of sections offered for the courses with the largest wait lists, as well as to determine the demand for online and dual enrollment courses. An increase in adjunct hirings has filled this need temporarily, but in the Fall 2019 semester the program had 29 sections and with only 2 full-time instructors teaching 11 sections (38%), and 7 adjuncts teaching 18 sections (62%). This 38%/62% FT/PT faculty ratio is far removed from the 75%/25% stipulated in AB 1725. The evidence from this effort at increasing course offerings while first-day wait list totals have also increased, suggests that the History program needs to maintain an even larger number of sections, including increased online, dual enrollment, and late-start offerings, to meet the demand of our student population. The need to potentially increase History course offerings to address the new CSU GE Area F requirement starting in Fall 2021 will further increase demand in this program.

(pg. 87)

Areas for Improvement

At its current size, the History program would benefit from a third full-time instructor. The disproportionate growth of online courses in the program is partly by necessity and the absence of local instructors. (Pg. 33)

The number of History majors has also shown growth, from 44 in 2016-17, to 56 in 2017-18, 73 in 2018-19, and 75 in 2019-20. The growth in the program is not being driven primarily by History majors, however, but rather the need for specific History courses for GE patterns and other majors. (Pg. 29)

Changes in Program over Last Three Years

Since the last program review, the History program has grown significantly in the number of sections offered, primarily to meet the demand in specific courses, such as HIST P101, P117 and P118. The latter two were previously in demand due to their importance for the CSU GE pattern, but the growth in demand for HIST P101 is likely due to it being a requirement for the Elementary Teacher Education degree. The increase in sections has also been specifically in online courses, which grew from 2 in 2016-17, to 6 in 2017-18, 15 in 2018-19, and 17 in 2019-20. Dual enrollment has remained relatively consistent over this period, with 3-4 sections per year, but the number of students per section increased, particularly in 2019-20, from 21.2 in 2017-18, 19.3 in 2018-19, and 31.5 in 2019-20, leading to an overall increase in dual enrollment students being served. (Pg. 25)

The program has two full-time faculty, and this growth was achieved primarily by hiring additional adjunct instructors. In 2020-21 the History program had seven adjunct instructors, five of which were hired in the past three years. (Pg. 25)

3. Identify any resources the hiring of this position will require. Do not include salary and benefits, but please list things such as a computer, office space, equipment, and other related resources the new faculty member would require.

1 office space, 1 computer

4. List any classes likely to be taught by this individual. If the position is primarily non-teaching, please describe the person's assignment.

Any courses in the History discipline but with the most need for HIST P101, P102, P104, P105, P117, P118, and dual enrollment courses (most commonly HIST P101, P102, P117, and P118).

PROGRAM REVIEW DATA-BASED JUSTIFICATION:

Provide the following data measures for the past 5 academic years in classes/subjects to be taught by the faculty (as applicable). Program review data can be obtained by subject from the Institutional Research web page below (include with supplemental materials any additional data or relevant past program review content). Faculty needing assistance with collecting relevant data are encourage to contact our Institutional Research Director, Michael Carley.

<https://www.kccd.edu/institutional-research/program-review-data>

		2017-18	2018-19	2019-20	2020-21	2021-22
Enrollment at Census		1351	1580	1795	1835	1544
Average number of students per section		35.6	33.6	33.9	31.1	28.1
First Day Waitlist		179	222	267	51	48
FTEF	TOTAL	7.6	9.4	10.6	11.8	10.8
	Full-Time	3.5	4.	4.2	3.2	3.45
	Overload	1.0	0.8	0.2	0.6	0.6
	Adjunct	2.3	3.6	5.2	7.0	5.95
	Summer	0.8	1.0	1.0	1.0	0.8
FTES		140	162	191	179	144
Degrees & Certificates		10	8	12	15	17

OTHER JUSTIFICATION:

Provide here qualitative/narrative information that supports hiring this full-time position:

- Availability of part-time/overload faculty: Adjunct faculty who live locally are extremely difficult to find and keep. In July, when a full-load adjunct quit to accept a full-time job at a Tulare high school, we had difficulty locating a replacement in time for the start of the semester. Many potential instructors also lack experience teaching specialized courses like Latin America and History of the Middle East or are not willing to teach dual enrollment courses, an area of significantly growing need. We recently contacted CSUB and Fresno State asking for any adjuncts or recent M.A. graduates who might be willing to teach for us, but no one was interested. Similarly, an effort to reach out to program heads and adjunct instructors at College of the Sequoias, Fresno City College, Reedley, Taft, West Hills, and Clovis Community Colleges produced no interest. We have also faced significant problems with retention of adjunct instructors. The adjunct situation is dire and it leaves History classes vulnerable to cancelation. Even with the current two full-time faculty positions, it is necessary to teach overload every semester to try to ensure student demand can be met; this is in addition to the program having as many as 8 adjunct instructors. The shortage of local instructors for face-to-face classes also creates equity issues for students who prefer face-to-face classes and in-person instruction to online classes.
- Compliance with state regulations/accreditations: N/A
- Maintaining “one-full-time-faculty” program: N/A
- Long-term community needs/support (Document with Advisory Committee, Program Review or other recommendations for increased staff): N/A

- **Maintaining certificate/degree/transfer program:** The History AA-T had 81 majors for the 2021/22 academic year. Specific History courses are also part of the major requirements for other degrees such as the Elementary Teacher Education AA-T degree (394 majors in 2021/22) and the Social Science AA degree (416 majors in 2021/22). History courses are also popular choices for the Liberal Arts: Arts and Humanities AA degree (240 majors in 2021/22), the Political Science AA-T, the Anthropology AA-T, the Philosophy AA-T, and the Spanish AA-T degrees. The challenges in meeting student demand for History courses thus directly impacts student success and time to graduation when classes are not available due to the lack of instructors.
- **Courses are part of a core program and/or a graduation requirement (Identify program(s) and/or applicable graduation requirements):** As noted previously, History courses are a requirement or popular option in multiple degrees. In addition, classes such as HIST P117 & P118 are popular choices for almost all students because they also meet the CSU graduation requirement. The high demand for P117 and P118 classes adversely impacts other History courses as well. For example, in Fall 2022 we were not able to offer HIST P104, Western Civilization I, due to lack of staffing; in Spring we cannot offer HIST P105, Western Civilization II, for the same reason. We have been unable to offer our brand new History of Women in the U.S. course, a timely and relevant offering, as the instructor who would teach it has had to take on more P117 and P118 sections. We have also been unable to offer Mexican American History for several years due to similar reasons. We have been unable to offer California History in both face-to-face and online modalities in the same semester because of staffing even though there is significant demand for both. In essence, we are losing potential enrollment at the college because our staffing does not match student needs which may result in students taking classes elsewhere or prolonging their time to graduation.
- **Potential for development in a related and/or emerging discipline (Identify source for growth potential):** History courses could be developed to fulfill need in the CSU Area F Ethnic Studies requirement, but we lack staff for those classes even if they existed. Areas for growth could be in History P119 - Mexican American History - as well as possible courses in African American History, Native American History, and Asian American History.
- **Potential for multi-discipline expertise (Cite discipline and justify need within each discipline):** N/A
- **Potential for aiding the college's goals of closing achievement gaps, aiding underserved populations, or other areas of the college's mission that may have an impact beyond the program itself.** Demand for History courses, particularly HIST P101, P102, P117, and P118, is growing significantly in our dual enrollment and Early College programs. We currently have relationships with Porterville High School, Summit Collegiate Charter Academy, Lindsay High School, and Granite Hills High School. We recently learned that Monache High School, Strathmore High School, and Harmony Magnet Academy are planning to include History courses in their dual enrollment/Early College programs. Local high schools lack instructors in History who meet minimum qualifications, requiring them to demand PC instructors. According to our Early College coordinator, Refugio Rodriguez, History can expect requests for at least 8 additional dual enrollment section requests in Fall 2023, though it may be higher. Granite Hills is already requesting two sections of World History in Fall 2023, and PHS is looking to add three sections of World History - these requests alone would equal a full-time position. Meeting this demand is simply unsustainable and we fear dual enrollment/Early College requests will need to be turned down in Fall 2023. There is especial difficulty in finding instructors willing to teach dual enrollment courses, which do require different

skills than our regular PC courses do if we want students to be successful. As KCCD Chancellor Christian said in her most recent forum, “Dual enrollment is an equity solution for our students.” Even as this becomes a priority of the Kern Community College District, we do not have the staffing for additional dual enrollment or Early College courses in History.

- **Other relevant areas not addressed in this list:** The History program is currently in a vulnerable situation. The unexpected departure of a single adjunct would mean canceling classes. We currently cannot offer any additional classes as our adjuncts are all at maximum load. Our full-time faculty regularly maintain an overload simply to support student need, and it still not sufficient; it is expected to get worse. The difficulty of finding local or online adjuncts has made program growth slow, overextended our full-time faculty, and made it impossible to focus on the creation of new classes, the development of Area F Ethnic Studies courses, or student engagement such as a History Club or high school outreach. In summary, the shortage of instructors in History adversely impacts our goal of achieving student success with equity.