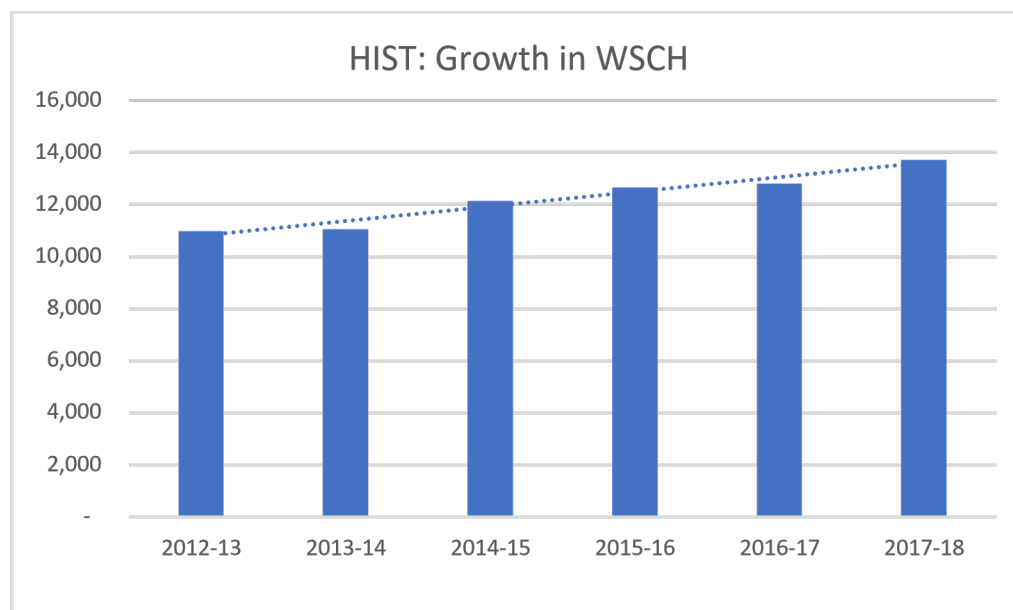
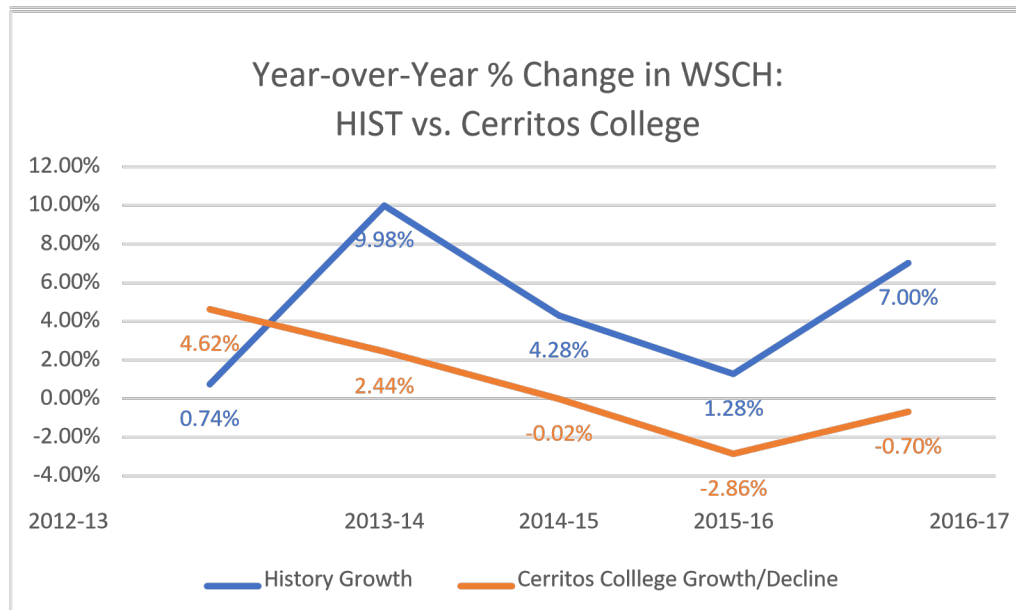


HISTORY PROGRAM REVIEW *20 November 2018*

1. Description of the History Program

The primary functions of the History program at Cerritos College are: (1) to provide students with general education courses toward transfer, degrees, and certificates, and (2) to prepare students for university transfer as History majors. In so doing, the department provided over 13,000 weekly student contact hours (WSCH) in 2017-18, making it one of the three largest programs in the Humanities and Social Sciences division, and one of the five largest programs on campus. WSCH have grown over the past six years, from 10,947 in 2012-13, to 13,707 in 2017-18. This growth continued even in 2015-16 and 2016-17, when overall enrollment at Cerritos College shrank.



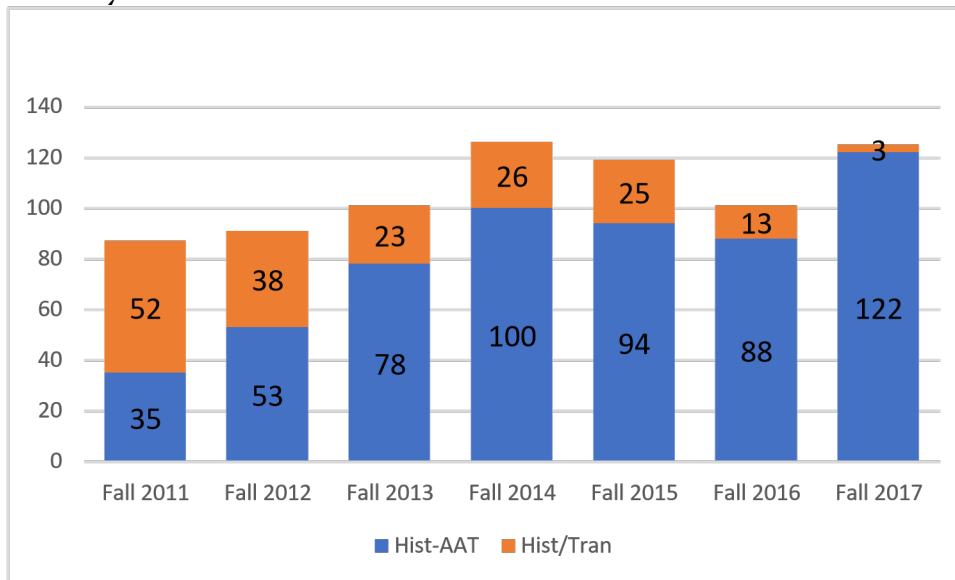


The two History courses with highest enrollment are the two halves of the United States history survey, HIST 102 and HIST 103, which cover the Political and Social History of the United States up to and after 1877, respectively. These are our most heavily subscribed general education classes. History is one of two programs (Political Science is the other) to offer classes that meet the American Institutions and similar requirements, which, under Title V of the California Education Code, are intended to ensure that college graduates will be informed citizens, able to participate in the nation's representative system of government.

The department also offers a range of other courses, both for History majors and for other interested students. All history courses at Cerritos College count for general education breadth requirements in Social Sciences and/or Humanities, depending on which plan a student is following. Courses include a two-course sequence of World history, and a two-course sequence of Western Civilization; courses in the histories of California, Latin America, Mexico, Britain, Russia, and Asia; courses in the history of African Americans, and of American women; and Global Studies.

Majors and Degrees

The department awarded 26 degrees last year, and had 125 majors. In the last six years, the program successfully transitioned from a traditional AA degree, to offer only the History for Transfer AA-T, which is accepted by the California State University's AD-T program. (By last Spring, only 2 students remained as declared majors in the older AA.) Last year, the number of majors returned to the high previously seen in 2014.



Service to the Campus

The History department provides many educational opportunities, inside and outside the classroom, for students in many majors. History courses are required or optional in many degree and certificate programs, and History courses target students in Women's and Gender Studies (HIST 204/WGS 204 is cross-listed); TeacherTRAC (HIST 102 and HIST 245); Global Studies; Chicano Studies; and Auto (a designated section of HIST 103).

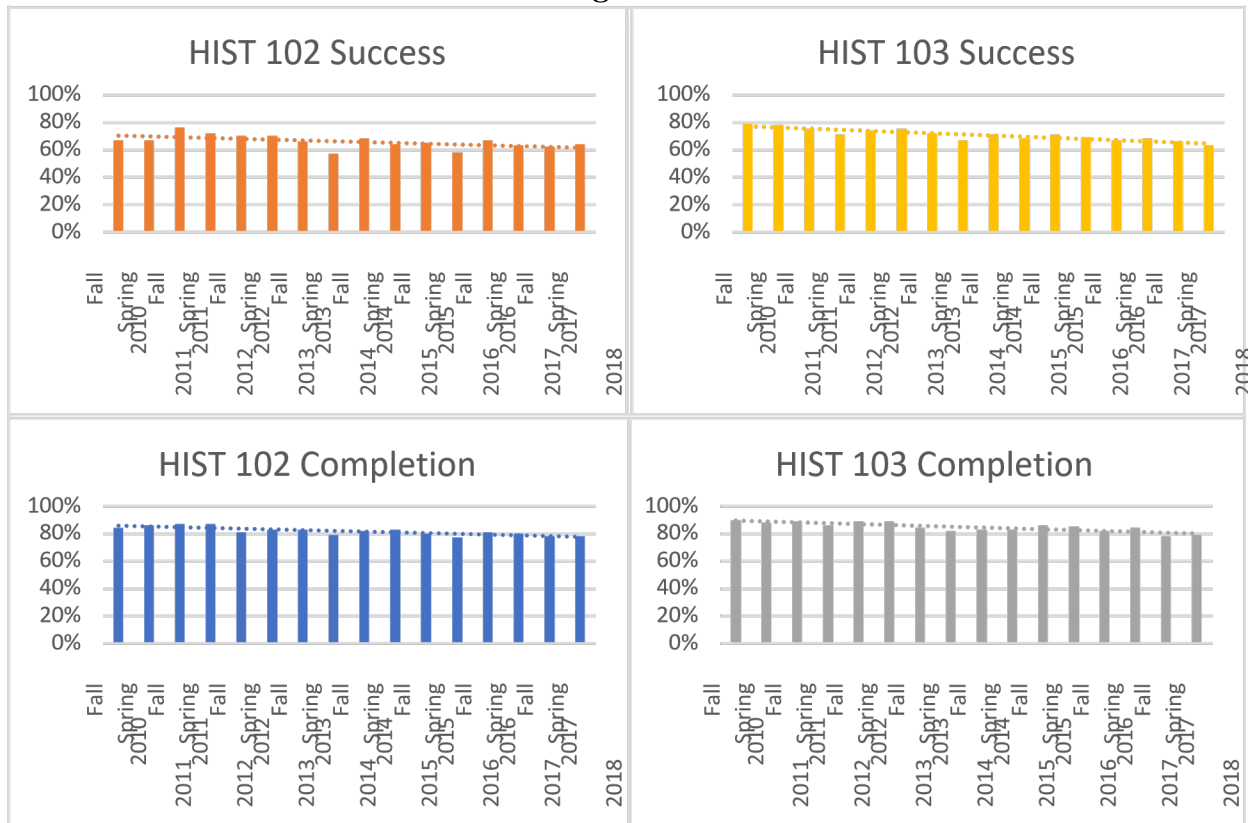
History faculty regularly host or co-host special events on campus, many of which are very well-attended, such as last year's visits from Kelly Lytle Hernández and Richard Wolff, which each drew attendees in the hundreds; visitors such as former Black Panther party member and author, Aaron Dixon in 2013-14; and historical performer Ian Ruskin, who has presented one-person plays in the personae of Thomas Paine and Harry Bridges. History faculty actively and enthusiastically support a number of campuswide national awareness months and programs, including Hispanic Heritage Month (now LatinX Awareness Month), Black History Month, and Women's History Month.

Completion and Success

According to the data compiled and analyzed by IERP, across the program: For the six year span from 2012 to 2018, the course completion rate ranged from 85% to 77% and on average 82%. Trend for completion was on a slight decline from 2012 to 2018. For the six-year span from 2012 to 2018, success

rate ranged from 71% to 63% and on average 67%. Trend fluctuated slightly but was generally on a nominal decline.

Looking specifically at sections of the two most-subscribed courses, HIST 102 and HIST 103, we see that the most recent two years' completion and success rates are down from earlier highs:



Online Education

In 2017, the department resumed offering some sections of HIST 102 and HIST 103 online. The online sections are popular with students, with 100% fill rates. As more History faculty have become certified to teach online at Cerritos College, the department has been able to increase the number of sections. In our Spring, 2018 survey, most students indicated that they prefer a traditional, on-campus lecture course, over a hybrid or online course. This would indicate that there is an upper limit to demand for online History classes, although that limit has not been reached.

While the average completion and success rates for the online sections were higher than face-to-face classes, there was considerable variation in completion and success rates between different online sections. For the 14 online sections between Spring, 2017 and Spring 2018, including Summer, the average completion rate for the online sections was 89%, well above the department's six-year average for HIST 102 and 103 of 84%. The online sections' average success rate was 76%, again significantly above the department's six-year average of 69%.

The wide variation in completion and success between different online sections suggests that instructors' choices about how to teach online greatly affected students' results. While all sections (traditional and online) follow the same course outline of record, online "lecture" materials, assignments, etc., are not standardized. There is an opportunity for the department to have a conversation about how best to teach the American history survey online, both to do the subject its due, and to ensure students both rigor and opportunity to succeed. If support was available, a paid mentorship program could allow new online faculty to work with more experienced instructors to improve their classes.

Student Learning Outcomes

The History faculty have long participated in developing and assessing Student Learning Outcomes (SLOs) for the program's courses. In the past six years, the faculty have completed annual assessments for all courses each Fall. The department uses direct assessments for its current course-level outcomes, with the specific assessment determined by each instructor. For example, for the HIST 103 outcome, "Students will understand the causes and effects of the Great Depression and the policies of the Hoover and Roosevelt administrations to address the crisis," one faculty member might use students' performance on an objective test, while another might use their performance on an essay. Faculty also participate in developing and refining the SLOs for each course, and in developing improvement plans each year.

The History department finds eLumen to be a problematic means for storing and analyzing SLO data. It is cumbersome and error-prone. Because it stores data identifiable by student, it raises concerns about FERPA compliance and student privacy. It also raises concerns that it violates the ACCJC and statewide Academic Senate's guidance on SLO practices. SLOs are not meant to be used for student or faculty evaluation—grades and the evaluation process already exist for those purposes—but instead are meant to be used by faculty for their own discernment and improvement of teaching practices. Nonetheless, History faculty have entered their SLO data into eLumen.

Public Domain and Open Educational Resources (OERs) in History

History faculty often incorporate historical documents as supplements to readings in textbooks. These documents are often in the public domain, either because they are too old to still be under copyright, or because they are produced by the United States government. Public domain documents, like OERs, can be freely copied and distributed. Such documents may be used to focus discussion, or as evidence in writing assignments and tests.

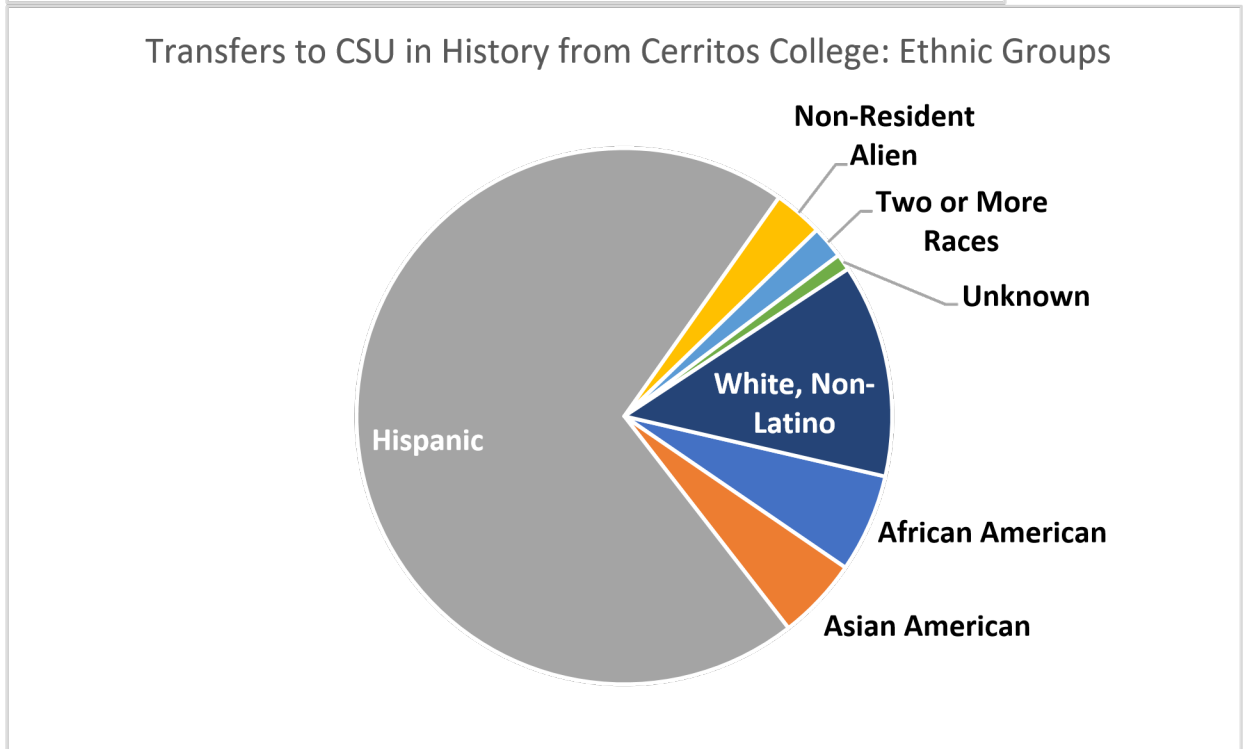
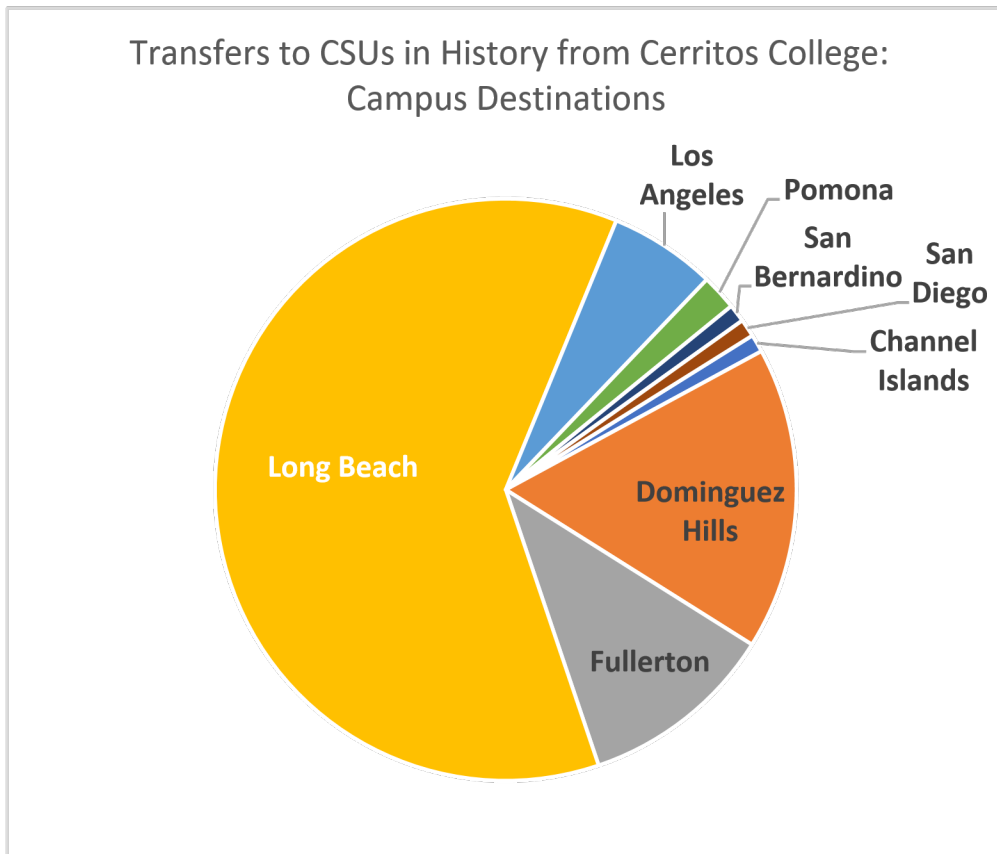
In addition, some Cerritos College faculty have begun to use textbooks that are released under Creative Commons licensing, which allows copying and distribution for free. The specific text used is *U.S. History* by OpenStax, a foundation-supported effort housed at Rice University. This textbook is

provided online in the Canvas LMS for students to read without paying a publisher.

The idea of OERs continue to be popular with students, although they don't necessarily meet other needs or preferences. A significant majority of History students surveyed in 2018 would prefer a class with a free, online-only textbook (78.93%, n = 573), as opposed to a class with a better textbook which must be purchased (21.07%, n = 153). But, when asked about the importance of the price of the textbook in their decision to take a particular section, a majority of respondents indicated that they did not take the price of the book into consideration (45.74%, n = 333). Significantly, most students prefer to do their class reading from a printed book (43.68%, n = 318), or both online and print (39.56%, n = 288), rather than online only. It is worth noting that the OpenStax OER book is available in print for a relatively-low cost of \$50, but most other OERs are online-only.

Transfer to CSU

In the past six years, according to the California State University data, 101 students from Cerritos College entered a CSU to study History. Of these students, by the CSU's classifications, the largest share—71 students—are Hispanic. 63 out of 101 of these History students are male. Most (three fifths) transferred to Long Beach State, with almost all of the rest transferring to Fullerton or Dominguez Hills.

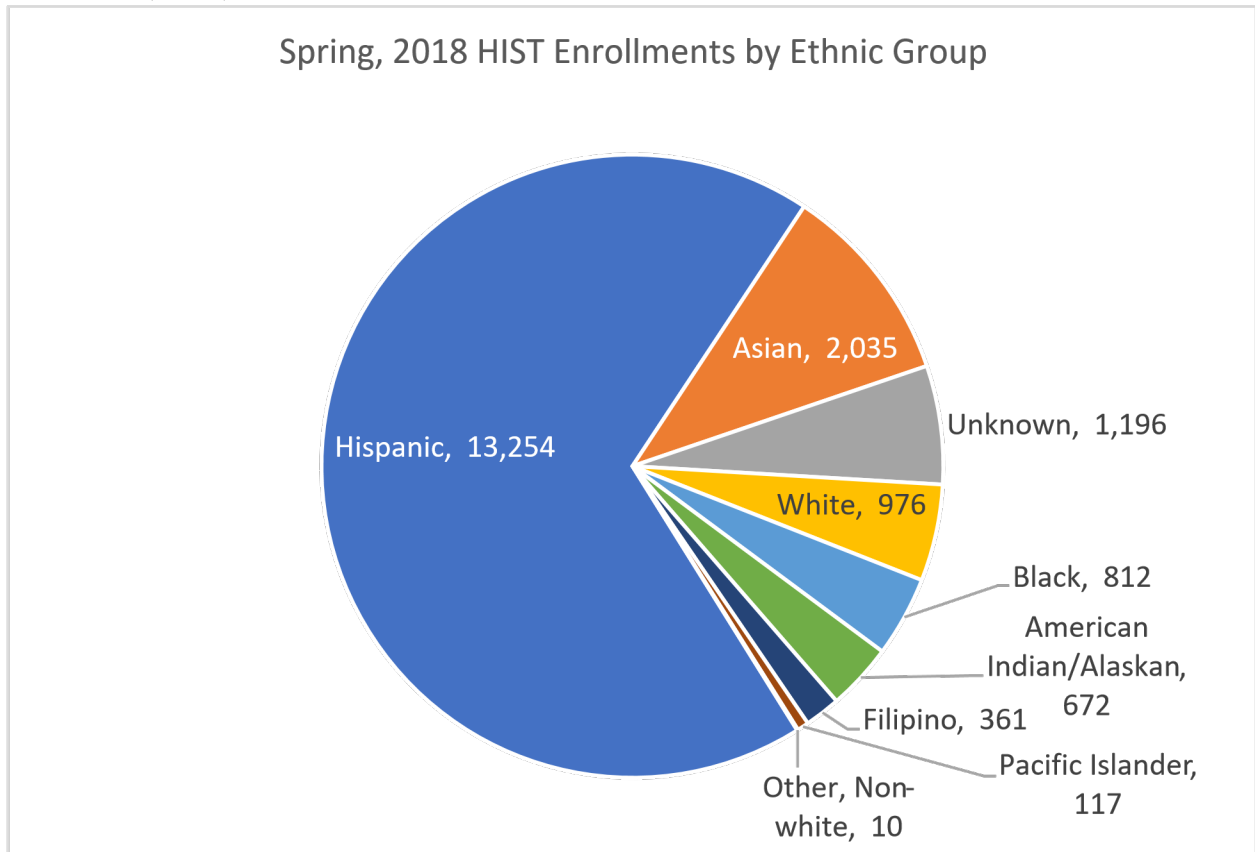


In the past six years, the History department, and Prof. Walter Fernández in particular, has taken a number of steps to strengthen the connections between History students at Cerritos College and Long Beach State. Students from

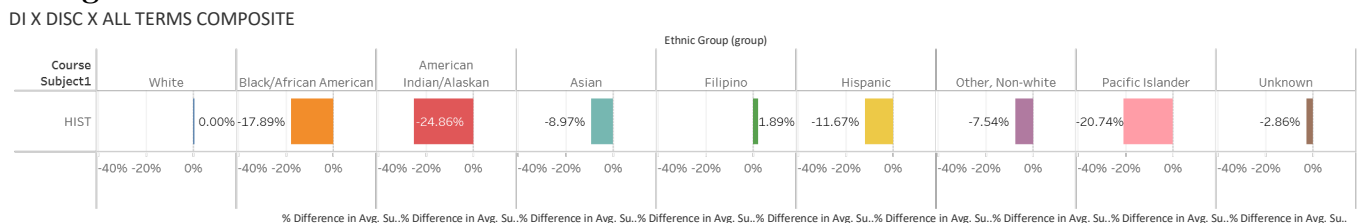
CSULB’s History Student Association and *Phi Alpha Theta* (history honor society) have come to Cerritos to speak about transfer and what to expect at the University, and the CSULB students and department have hosted annual visits to their campus by Cerritos students. At Cerritos, the department has also hosted workshops on History research, writing, and citations, to prepare students for university-level research.

Disproportionately-Impacted Groups

The majority (68.2%) of Spring, 2018 enrollments in History classes were by Hispanic students. The next largest groups were Asian students (10.5%), students for whom ethnicity is unknown (6.2%), white students (5.0%), and Black students (4.2%).



For the period sampled in the data from IERP, average success rates in all History classes for the largest non-white ethnic groups (Hispanic, Asian, and Black) were significantly below that of white students’ average success rates. Filipino students’ average success rate was slightly above white students’ average success rate:



% Difference in Avg. Success for each Course Subject1 broken down by Ethnic Group (group). Color shows details about Ethnic Group (group). The data is filtered on Official Grade1, Grade Basis 1 and Term Description 1 (group). The

History faculty work continuously to improve instruction and develop ways to better serve disproportionately-impacted groups. Over the past two years, a number of History classes have employed embedded tutors. These tutors work with the faculty, attend most class meetings, and meet with students in the Success Center. While our survey showed that most students did not make use of an embedded tutor (the program was piloted with a small number of sections), of those students who did use Success Center tutoring, Black and Filipino students indicated that the Success Center helped them succeed in their classes. This suggests that further tutoring resources will be helpful to improving success rates for disproportionately-impacted groups.

The History department also believes that many students appreciate, and can be motivated by, seeing their own ethnic histories as part of the academic study of history. To this end, in recent years the department, led by Julie Davis, has revived offerings in African American history (HIST 110), and Prof. John Macias has offered sections of History 103 (the United States since the Civil War survey class) with an emphasis on Mexican American and Latino history. History 103 meets the American Institutions GE requirement. These courses have been popular with students. Of course, no section of American history neglects the full fabric of American social history, and all include Native Americans, African Americans, European Americans, and Asian Americans in the nation's history.

As noted above, faculty in the department also contribute enthusiastically to campus-wide awareness months that are designed to affirm and inspire disproportionately-impacted groups, among others. Faculty have organized presentations, guest speakers, and other activities for Latinx Awareness Month (formerly Hispanic Heritage Month), Black History Month, and Women's History Month. Prof. George Jarrett has contributed a history presentation to the LGBTQ-focused "Safe Zone" workshops, and department faculty have worked with student veterans through Veteran's Week, the Veteran's Resource Center, and related events.

Engagement with other Campus Programs

The History department plays a significant role in several other programs on campus. HIST 204 (Women in American History) is a core class in the Women's and Gender Studies major, and History faculty help organize and present events for Women's History Month each year.

History faculty (including Walter Fernández, John Macias, and George Jarrett) helped found the Mexican-American, Chicano/a, Latinx Studies (MeChLaS) Department. This interdisciplinary department offers the Chicano Studies major, and is developing more curriculum and sponsoring events across campus. The History department's course on Mexican American and Latino/a history, currently under development, will become part of the Chicano Studies major pathway.

History courses and events are essential parts of the Global Studies major.

History is also a key part of the TeacherTRAC program. All TeacherTRAC students take HIST 102 and HIST 245, most in special TeacherTRAC-designated sections offered every Fall and Spring. Students in these sections not only learn about the history of the early United States, but they are exposed to the California framework for history, and asked to think about how to introduce historical topics to schoolchildren.

2. SWOT Analysis

Strengths

1. Faculty: skilled, well-trained, hard-working faculty, full- and part-time, are the heart of the History department and key to its success.
2. History for Transfer AA-T: Students have successfully made the transition to the ADT for History, which ensures that students who complete History requirements at Cerritos are eligible for admission to CSU programs in History.
3. Diverse Faculty Specialties: Full-time faculty have a range of strengths and specialties (World History and Global Studies; Women's and Gender History; Latin American and Mexican History; History of California; History of Mexican Americans and Latinos; Post-World War II American History).
4. TeacherTRAC: History faculty work well with faculty and students in the TeacherTRAC program to prepare students for transfer to MultipleSubject teaching credential programs.
5. MeChLaS: History faculty helped found and direct the Mexican-American, Chicano/a, Latinx Studies department, and its Chicano Studies major, and History courses are part of the major's electives.
6. Growth in WSCH/FTES: The department serves a growing number of students each year.
7. Online Faculty: A growing number of Cerritos College History faculty, part- and full-time, are trained and experienced in teaching history online.
8. Connections with Local Public History Sites: Prof. John Macías, whose doctoral research focused on the Mission San Gabriel community, is also historian at the Mission, and has personal connections with many area museums, historic sites, and other public history resources. Public history makes historical knowledge available to the public.

Weaknesses

1. Completion and Success: In recent years, students have not, on average, done as well in History classes as they once did (see above).
2. Western Civilization: In the History AA-T major, students must take both United States survey classes (HIST 102 and HIST 103) and two non-US surveys. They can choose to take the latter classes in either Western

Civilization or World History. Thus, we have six core courses in History for our majors. Ideally, majors should be able to take each of these core classes with full-time faculty members, who can provide better guidance into and through the History major, but at this time, the Western Civilization classes are taught only by a part-time faculty member.

3. **History Club:** In the recent past, there was a student-led history club (the People's History Association), but it faded after 2014, when the leaders left Cerritos College. A History club helps organize on- and off-campus opportunities for students to engage with the discipline and their communities.
4. **History of Asia:** Despite the growing significance of Asia in the world and to the United States, and despite the significant number of Asian American students and community members, the department has struggled to get enough enrollment for its Survey of the History of Asia class to run.
5. **African American History:** Ongoing demand for the class in African American history has so far been met with part-time faculty. However, a full-time History faculty member with expertise in African American history could (1) grow the program, and (2) strengthen Black History Month and other campus and community activities to engage more students in African American history.
6. **Online History Instruction:** Faculty teaching History online have taken a wide range of approaches to presenting the subject through this modality, and results have varied widely. Sharing ideas, and potentially OERs and other materials, between faculty has the potential to improve instruction and outcomes for all.
7. **Communication with Majors and Enrolled Students:** The program would benefit from a better means of communication with its students. OrgSync does not produce results. Hand-compiling email lists from individual rosters is cumbersome. Students are not very engaged with Facebook, Instagram, Twitter, or Snapchat as sources of information about their education. The college should provide email addresses that forward automatically to two groups: (1) History majors; and (2) students currently enrolled in any section of a History class. This would facilitate such goals as improving enrollment in diverse sections, and increasing attendance at History and diversity awareness events.

Opportunities

1. **Interest in Latinx history:** Students have shown strong interest in Prof. Macías' HIST 103 sections with an emphasis on the history of Mexican Americans and Latinos. In our survey, this was the historical topic in which students showed the greatest interest. These indicate that a specialized class in Latinx History can succeed, and that there is potential

for growth in the new MeChLaS department, of which the History department is a main participant.

2. Interest in African American history: Over the past two years, there has been steady demand for the HIST 110 class.
3. Demand for Online Classes: So far, strong demand for online classes for transferable GE's has meant that every section of HIST 102/HIST 103 that is offered as an online class fills rapidly.
4. Open Educational Materials (OERs) for History: The number of viable OER materials for teaching history, especially for the US history survey, continues to grow. This has the potential to make classes more affordable for students, and give faculty flexibility to customize readings.
5. Success Center: The pilot embedded tutoring program indicates that the campus does have resources to better support History students.
6. State, College Budgets: Strong college budget years should allow for growth of full-time faculty, expanding course offerings if student demand allows, and more extracurricular opportunities for students (guest speakers, field trips, etc.)
7. Local History Resources: Southern California has almost limitless opportunities for students to visit and work with local history sites, museums, archives, University history departments, historical societies, etc.
8. Interest/Importance of Asia: Los Angeles/Orange Counties and the world are changing, and China, India, and the rest of Asia are increasingly important. This should lead to greater interest in History of Asia.
9. Certificate of Achievement: Creating one or more certificates of achievement could recognize students who explore history beyond the core, required survey classes. For example, students who complete the History of Asia, History of Russia, and World History courses could get a "World History" certificate; students who complete African American history, Mexican American/Latino history, and history of American women could get a "Diversity History" certificate.

Threats

1. Campus Budget Process: While the revenues to the college continue to increase, since the Great Recession, the department has not received a budget for guest speakers, presentations, conference travel, Global Studies events, and other activities that improve faculty and student engagement with history. Without a predictable, annual budget for these activities, many opportunities are lost.
2. Narrowing of Student Goals: The "completion agenda," and especially, new requirements for canned education plans, have meant fewer and fewer students take anything but the most essential GE classes outside their major. The ideal of a broad, liberal-arts style education seems quaint to many students, who seem to choose classes and majors based

on earning potential only. (This is not confined to Cerritos College; it is a national trend.)

3. Enrollment Declining: While so far History has continued to grow, the overall softening enrollment campus- and state-wide will no doubt eventually impact enrollment in History classes. It has already caused a drop in enrollment in all courses except HIST 102 and HIST 103.
4. Enrollment Management: A somewhat chaotic and unclear process of when, and by what criteria, to cancel classes before/at the start of the semester, especially threatens classes other than HIST 102/103. Some of the “specialty” history classes have been canceled again and again, making it impossible for History majors at Cerritos to study subjects such as the history of Russia or the history of Asia.
5. Pre-requisite changes: It is not clear yet how the radical change in placement policy will affect fill rates, completion, or success in the mainstay HIST 102 and HIST 103 classes, which had ENGL 52 as a prerequisite until this Fall.
6. Online Competition: It is not clear how changes statewide in online education will affect demand for History classes at Cerritos. If students can take a required, general-education class from another college online, possibly without having to pay for a textbook, will it harm enrollment? On the other hand, if Cerritos has online History sections open to students across the state, will it harm Cerritos students’ access to the class?
7. OER/Zero Degree Prioritizing Price over Educational Quality: Political winds (and academic trends) are pushing for OERs as a solution to a perceived problem of price, including in some colleges, a completely OERbased “zero degree.” Unfortunately, there is no guarantee that OER materials are truly as high-quality as commercial textbooks. Inclusive access fees mean that students have to pay for “free” OER resources. (For example, courses in the Business Administration program that use OERs charge a \$20 materials fee.) Thus, the choice may not be between free and paid-for, but rather who pays, how much, and how well-written or accessible are the materials.

3. Goals

Ref	Goal	Action to be taken	Completion Date	Person Assigned
S-3, S-5, O-1	Diversify curriculum	Create a course on Mexican-Americans and Latinos in U.S. History	September 2019	John Macías
W-5, O2	Hire a full-time faculty member with specialty in African American History	Put faculty request in annual plan Put faculty request through FHP process Screen and hire faculty member	February 2019 Fall 2019 Spring 2020	Dept. Chair Dept. Chair Committee
W-2, O8	Hire a full-time faculty member with specialty in Western Civilization	Put faculty request in annual plan Put faculty request through FHP process Screen and hire faculty member	February 2021 Fall 2021 Spring 2022	Dept. Chair Dept. Chair Committee
W-4, O8	Increase enrollment for History of Asia	Recruit faculty member who can teach History of Asia in daylight hours Establish links with cultural institutions in local community	June 2020 Fall 2020	Dept. Chair Asia Instructor
W-1, W-3, T-2	Offer history-related presentations and activities to the campus and community as a whole.	Include requested annual budget for History-related events in unit plan. Recruit presenters and host events.	February 2019 2019-20	Dept. Chair Julie Davis, Walter Fernández, John Haas, George Jarrett, John Macías

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Ref	Goal	Action to be taken	Completion Date	Person Assigned
W-1, W-3, T-2	Assist with Development of a History Student Association	Use an survey and class visits to recruit potential officers for a History Student Association File paperwork with ASCC to form club Work with students to offer events	February 2019 February 2019 Spring 2019	George Jarret Walter Fernández, George Jarrett Walter Fernández, George Jarrett

Ref	Goal	Action to be taken	Completion Date	Person Assigned
S-4	Support TeacherTRAC faculty to integrate new state standards	<p>Secure funding from TeacherTRAC to send Cerritos faculty who teach HIST courses for TeacherTRAC (HIST 102, HIST 245) to participate in a Fall workshop on the new History-Social Science Framework.</p> <p>Attend workshop.</p>	<p>March 2019</p> <p>Fall 2020</p>	<p>George Jarrett</p> <p>Dept. Faculty</p>
S-1, O-8	Strengthen Global Studies	<p>Request annual budget to ensure Global Studies can present events to the campus in unit plan.</p> <p>Bring 4 guests per year to deepen understanding of global issues.</p>	<p>February 2019</p> <p>Spring 2020</p>	<p>Dept. Chair</p> <p>John Hass</p>

Ref	Goal	Action to be taken	Completion Date	Person Assigned
S-7, W-6, O-3, O-4, T-6, T-7	Engage Part- and Fulltime History Faculty to Adopt and Share Best Practices in Online History Teaching	Request stipends (from campus-wide OEI effort and/or division) to support faculty in a collaborative investigation of online History instruction. Form a Faculty Interest Group (FIG), to engage part- and full-time faculty in sharing and adopting best practices and materials for online History education. Engage with library to identify sources of History OER materials. Produce and share OERbased materials for HIST 102/103 through the statewide Online Education Initiative (OEI).	February 2019 Fall 2019 Fall 2019 Fall 2019	Dept. Chair Online Faculty Online Faculty Online Faculty
W-1	Expand Tutoring/Success Center Support for History	Work with the Success Center to identify funding for enough tutors to offer HIST 102/103 tutoring Monday through Thursday. Hire tutors.	May 2019 August 2019	Department Chair Success center
		Orient, train, and coordinate with tutors.	December 2019	HIST 102/103 Faculty

Ref	Goal	Action to be taken	Completion Date	Person Assigned
S-3, O-9, T-2, T-3	Explore a certificate of achievement in one or more areas of History (American diversity, World history)	Investigate how other academic, general education programs have used certificates. If a certificate is feasible, shepherd certificate proposal(s) through Curriculum.	December 2019 December 2020	Julie Davis Dept. Chair; Julie Davis
T-5	Study Impact of Prerequisite Change	Work with IERP, and possibly English department, to assess the impact of changes in English placement and prerequisites on (1) enrollment and (2) success in HIST 102/103.	December 2020	Department Chair

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Ref	Goal	Action to be taken	Completion Date	Person Assigned
S-8, O7	Explore, Potentially Develop Public History Curriculum	<p>Investigate 2-year colleges that have courses, certificates, and/or degrees in Public History.</p> <p>Determine which local Public History sites would welcome Cerritos College student interns.</p> <p>If a program looks feasible, put necessary COURSE(s), certificate/ degree through Curriculum process.</p> <p>If a program is feasible, recruit part-time faculty with training and experience in Public History.</p>	<p>December 2020</p> <p>December 2020</p> <p>December 2021</p> <p>January 2022</p>	<p>John Macías</p> <p>John Macías</p> <p>Dept.Chair, John Macías</p> <p>Dept. Chair</p>
W-7	Advocate for an Automated Email Address	Request that administration and IT support necessary information system changes to create two email addresses that automatically forward to (1) History majors; and (2) students currently in history classes.	Fall 2019	George Jarrett