

# 2024-2025 Comprehensive Instructional Program Review - History Latest Version

Self-study template for Instructional Program Review process. Visitation Year: 2024-2025. Review period: 2018-2019, 2019-2020, 2020-2021, 2021-2022, 2022-2023, and 2023-2024.

## Section 1. Program Overview

### A. Mission Alignment : Version by Jarrett, George on 02/18/2025 03:52

#### 1. Explain how your program supports the College's Mission and Students First Framework (<https://www.cerritos.edu/students-first-framework/default.htm>).

The History Department at Cerritos College is dedicated to supporting the college's mission of providing "high-quality, comprehensive instruction" to develop "culturally competent students with the knowledge, skills, and values" to become productive members of their communities. In addition to the college's mission, the History Department also supports the four levers of the Students First Framework by:

- **Equitable Access:** We aim to ensure that our students have equitable access to their educational pathway by offering history courses in a variety of learning formats such as: in-person at times throughout the day; asynchronous and synchronous online courses; and hybrid history courses—including a growing number of sections for dual enrollment at area high schools
- **Completion:** We aim to ensure that our students enroll in courses that are applicable to the History program or general education requirements, and to complete their course requirements in a timely manner.
- **Career and Transfer Success:** We aim to develop transfer pathways in the History Department and ensure that our courses align with those of four-year institutions to streamline transfer for our students.
- **Institutional Health:** We aim to invest in our history faculty to facilitate excellence in serving our students and to hire additional faculty who reflect the diversity of our community and align with the mission of our college.

We offer high-quality freshman and sophomore courses for degree and certificate seekers, as well as transfer students. Our history courses serve both history majors and the broader student body. We recognize that many of our students are first-generation college attendees, immigrants, or children of immigrants with varying levels of English proficiency and study skills. We cater to students at different stages of personal development and career goals, including traditional freshmen, reentry students, and veterans. We collaborate with Student Accessibility Services to meet the needs of disabled students, ensuring our mission addresses the diverse experiences and strengths of our students.

We aim to empower students to analyze historical content, explore causes and effects, and draw evidence-based conclusions. We emphasize skills such as reading proficiency, vocabulary knowledge, contextual understanding, and expository writing. Teaching history involves demonstration, practical exercises, and evaluative feedback, which are essential for building transferable skills and understanding beyond the classroom.

Additionally, we participate in special programs such as Teacher TRAC, dual enrollment, Global Studies AA Major, Learning Communities, Black/Africana Studies, Chicano Studies, and Women's and Gender Studies. Department faculty contribute to historical knowledge through publications and onference presentations. Our curriculum, teaching methods, faculty recruitment, collaborations with special programs, FLEX activities, sabbaticals, and self-evaluation through learning outcomes, planning, and program review are all aligned with our department's mission.

### B. Degrees and Certificates : Version by Jarrett, George on 02/18/2025 03:52

Degree	Type (Cert., AA, AA-T, AS, AS-T)	Units or Courses Required
History Associate in Arts Degree for Transfer	AA-T	18-20 units in major or area of emphasis required, as well as a total of 60 semester units inclusive of major and either IGETC or CSU GE-Breadth requirements

## Section 2. Program Trends

### A. Program Data : Version by Jarrett, George on 03/14/2025 21:27

#### 1. Describe your student demographics (race/ethnicity, gender, age, and others that might be relevant). Consider the following questions when writing your response:

- How do the demographics of your program and its related courses compare with the college as a whole?
- Have they changed over time?

#### Student Demographics in the History Department

The History Department's student demographics align closely with college-wide trends. Hispanic/Latino students represent the largest demographic group both college-wide and within the department. Enrollment trends for white and Asian students in the History Department show a slight increase, mirroring patterns observed across the college. Meanwhile, enrollment among Black or African American students and students identifying as Two or More Races remains stable at both the college and departmental levels. Notably, both the college and the History Department have seen a decline in the number of students with unknown ethnicity.

#### Gender Distribution

Gender distribution within the History Department reflects college-wide trends, with stable percentages over time. However, specific courses, such as HIST 102, have experienced a slight increase in male enrollment and a corresponding decrease in female enrollment. While this trend is not as pronounced in college-wide data, the numbers remain too small to justify significant policy changes at this time.

### **Unique Enrollment Patterns**

One notable distinction is that the History Department serves a smaller proportion of white students compared to the college overall. This difference may be attributed to the fact that Career and Technical Education (CTE) programs tend to attract a higher proportion of white students and older learners, many of whom enroll later in life for career advancement. In contrast, the History Department primarily serves younger students fulfilling general education requirements for transfer or Associate of Arts (AA) degree completion. This pattern reflects the broader demographics of our region, where, similar to the rest of California, older age cohorts tend to have a higher proportion of white residents.

### **2. Headcount (unduplicated) and enrollment (duplicated) in the program. Consider the following questions when writing your response:**

- **Identify enrollment trends.**
- **Have there been an increase or decrease in enrollment in the last year?**
- **Are there differences in trends when you disaggregate the data (e.g., online versus face-to-face, demographics, special populations, etc.)?**
- **How will enrollment trends affect staffing decisions?**

**Headcount:** Over the past six years, enrollment in history courses has experienced fluctuations. The highest enrollment occurred in 2020-2021, with 4,379 students, while the lowest point was recorded in 2022-2023, with 3,709 students. The decline in 2021-2022 and 2022-2023 aligns with college-wide enrollment trends, reflecting broader challenges faced by the institution during the COVID quarantine. The most recent data for 2023-2024 indicates a rebound in overall History enrollment, which rose to 4,158 students.

Almost all of the enrollment growth in 2023-24 was for in-person sections of HIST 102 and HIST 103. We offered almost the same number of sections of these two courses in-person between 2022-23 (51 sections) and 2023-24 (52 sections). The enrollment increase reflects more students in each section, rather than more sections: in 2022-23, less than 60% of available seats in in-person HIST 102/HIST 103 sections were taken. In 2023-24, over 70% of available seats were taken.

While the past year shows a recovery in student demand for in-person sections, the demand for online instruction seems likely to remain high for the next six years.

**Shift to Online Modality:** There is a clear trend of increasing online enrollment across multiple history courses, particularly HIST 102 and HIST 103.

**Decline in In-Person Enrollment:** Correspondingly, in-person enrollment has decreased in many courses, especially those other than HIST 102/HIST 103, indicating a shift in student preference towards online learning.

**Introduction of Online Courses:** Several courses, such as HIST 120, HIST 230, HIST 245, and HIST 246, have introduced online sections in recent years, reflecting the growing demand for online education.

These changes reflect the overall shift in student preferences since the onset of the COVID-19 pandemic. All history faculty should be qualified and skilled at online instruction, to best meet the demands of students.

### **3. Discuss the program's success and retention rates, addressing any performance gaps if success rates are lower for disproportionately impacted students. Consider the following questions when writing your response:**

- **How have the success and retention rates changed over time?**
- **Are there particular courses that have particularly low rates and may prove a barrier to program completion?**

### **Student Success and Completion Rates in History Courses**

Over the past six years, student success rates in History courses have ranged between 63% and 67%, peaking in 2020-2021 and reaching their lowest point in 2021-2022. While these rates have consistently fallen below the overall college success rate and the statewide average of 74%, the History program's trends align with college-wide patterns, particularly the notable decline in 2021-2022.

In contrast, completion rates for History courses have remained comparable to college-wide rates and have exceeded the college average in the past two academic years, demonstrating improvement in this area.



# Course Success & Course Completion



Show Annual Plan Question

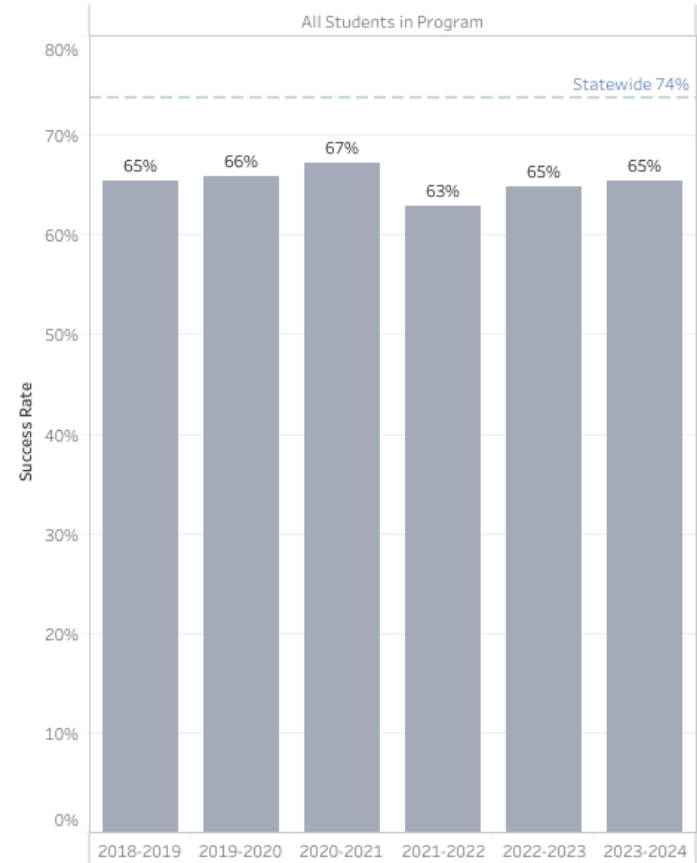
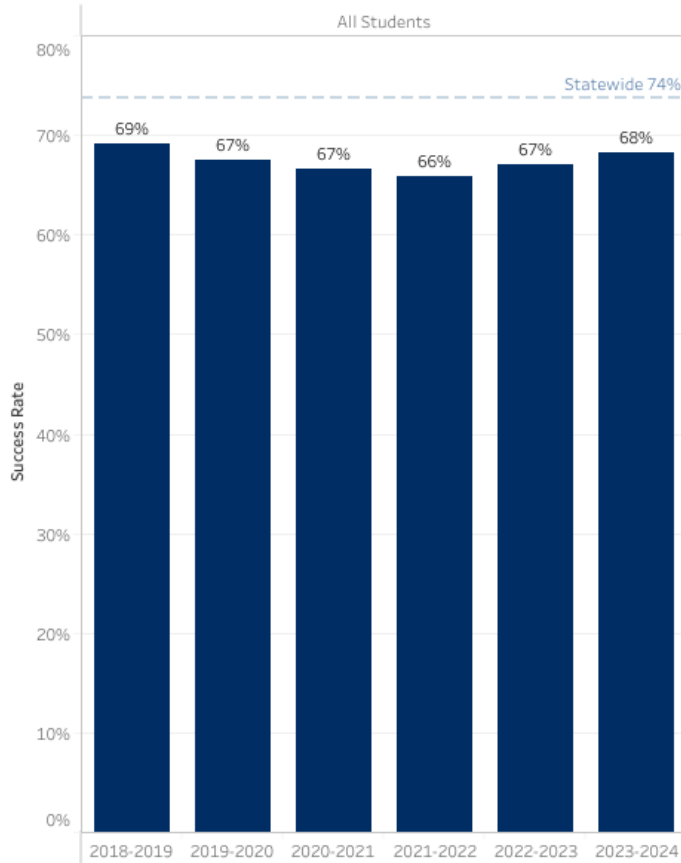
Show IPR Question

Division  
Humanities & Social Sciences

Department  
HIST

All

Subject



Select Success or Course Completion  
Success Rate

Population to Display  
Cerritos College

Select Characteristic to Diaggregate  
All Students

Select Display  
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■ All Students in Pr..

Show Statewide 2023-2024 Rate  
True

### Disproportionate Impact on Specific Student Groups

Data analysis reveals instances of disproportionate impact on Black/African American students' success rates in certain courses and academic years. For example, in HIST 102 and HIST 103, success rates for Black/African American students were lower in 2018-2019, 2021-2022, and 2023-2024. However, the inconsistency of these results across years makes it difficult to identify a specific underlying cause.

Additionally, Tableau data indicates lower success rates for white students in HIST 110 (African American History) and HIST 250 (History of Great Britain) during some years. However, due to the small number of white students enrolled in these courses, these findings may not be statistically significant.

**4. With regards to success and retention rates, what is the program doing or planning to do to close performance gaps and address student equity? Consider the following question when writing your response:**

- Are there differences in success rates across delivery method (e.g., face-to-face compared to online)?

### Online vs. Traditional Course Success Rates

Over the past six years, students enrolled in online History courses have consistently achieved lower success rates compared to those in traditional in-person sections, with the exception of 2019-2020. From 2021-2022 to 2023-2024, success rates in online sections were, on average, six percentage points lower than in traditional sections. This difference, while significant, mirrors the college-wide trend, where online success rates were five percentage points lower than traditional rates during the same period. (This comparison focuses on the academic years following the March 2020 COVID-19 quarantine, which significantly disrupted instructional modes and enrollment patterns.)

The challenge of identifying and removing fraudulent or "bot" enrollments in a timely manner contributes to lower success rates in online courses. When fake enrollments persist beyond the initial drop date, they artificially lower success rates, as these non-existent students are counted as unsuccessful completions. This issue does not reflect actual student performance but rather highlights a systemic challenge in online education.

### Addressing Challenges in Online Instruction

The lower success rates in online History courses reflect broader challenges faced by students in online learning environments. The History department continues to invest time and resources in faculty professional development and improving materials for online instruction. The department joined the state-wide Zero Textbook Cost initiative, to source and develop high quality OER materials for courses in World history and Latin American history.

The department will explore creating a template course for online instruction in its two highest-enrolled courses, HIST 102 and HIST 103. By our course outlines for HIST 102 and HIST 103, different professors adopt different textbooks, and faculty develop their own Canvas courses. A template course, otherwise known as a Canvas shell, based on OER materials, would provide a model of best practices in online instruction specific to History 102 and History 103. New and current faculty could easily incorporate resources and course design from the shell to improve student success. The template would encourage all faculty to meet a high standard for regular and substantive interaction (RSI) with students. By fostering meaningful interaction and engagement, the department aims to enhance the quality and effectiveness of its online offerings.

### 5. Discuss conclusions drawn from the program data, assessments (SLOs), and/or other data. Indicate any specific responses or programmatic changes based on the data.

#### Strategies to Increase Student Retention and Success

To improve student retention and success, and help meet the college's goal of ensuring that 50% of students complete their programs within five years, the History department is working to focus tutoring services for the greatest impact. A key strategy to achieve the college's overall goal is to support students in passing at least four classes during their first semester. HIST 102 is the department's highest-demand general education (GE) course, and is one of the top eight transfer general education courses college-wide by enrollment. To improve success in HIST 102, History faculty joined a college-wide project supported by the Chancellor's office. In Spring 2025, History faculty are working with the Success Center to hire History-specific tutors, who will be trained in collaboration with History faculty. Faculty will also develop resources that tutors can use with students in HIST 102. Tutors will be trained and in place to support all students in HIST 102 classes starting Fall 2025. These efforts aim to address academic challenges early in students' college careers, setting them on a path to success.

Additionally, the department is committed to supporting Career and Technical Education (CTE) students who take History courses to meet GE requirements for AA degrees and certificates. By aligning History course modality, schedules, and locations with the needs of CTE students, the department can help students achieve academic and career goals.

#### Strategies to Increase Transfer Success

To further support student transfer to four-year institutions, the department is exploring the creation of Honors sections for HIST 102 and HIST 103, as well as for HIST 210. These Honors sections will provide academically ambitious students with opportunities for deeper engagement and advanced coursework, enhancing their preparedness for transfer and upper-division studies.

While the shift to CalGETC is a major change for California Community Colleges and their students, the History program should be little affected by the change coming in Fall, 2025. The CalGETC pattern requires the same number of units in Social Sciences (6 units) and Humanities (6) as the previous CSU pattern. It follows the recent CSU revision that reduced the number of Social Science units from 9 to 6 in favor of an Ethnic Studies requirement of 3 units, and removed an American Institutions course requirement. (The AI requirement, when it was still in place, could be met by either HIST 102 or HIST 103, or a Political Science course.)

While the History department had anticipated enrollment declines in HIST 102 and HIST 103 due to the CSU change, enrollments in these courses have remained high. As the CalGETC pattern has the same requirements relative to History, we do not predict the transition to CalGETC to further affect History enrollments.

#### Course Renumbering and Curriculum Development

To comply with a statewide initiative, the History Department will renumber its core required courses to align with the Common Course Numbering Project (AB 1111), starting with HIST 102 and HIST 103 in the next academic year. This state initiative will also standardize the Course Outline of Record (COR) for the department's highest-demand courses to match those at the system-wide CSU level.

The statewide COR requires academic writing and research components for our HIST 102 and HIST 103 courses; research and writing are optional, not required, under our local COR today. The department will work with the curriculum committee to adopt the new standard.

To support students and faculty in meeting these stronger requirements, the History Department intends to reduce class sizes for HIST 102 and HIST 103. Reducing from the current cap of 48 to 36, will allow faculty to provide more individualized attention to students and better facilitate the integration of writing and research into the curriculum. The department will identify comparable courses at Cerritos and other colleges, and seek out data correlating class sizes and writing instruction with student success. This will include analyzing course requirements and class sizes at CSU campus, as well as comparable community colleges. The department will conduct this research in 2025-26. A reduction in class size could enhance the quality of instruction and improve student outcomes in these critical courses.

## Section 3. Learning Outcomes Assessment

### A. SLO Assessment Report : Version by Jarrett, George on 02/18/2025 03:52

Course By SLO	Expected Performance	Performance
HIST102 - Political and Social History of the United States: 1500s to 1876		
Students will understand the cultural conflicts in the relationships between Native Americans and European colonials (Spanish, French, and British). (Active from 2013 FA)	100.00%	48.82%
Students will understand the major inventions, transportation developments, and social-economic changes of the Industrial Revolution in the U.S. from 1790 to 1860. (Active from 2013 FA)	100.00%	49.15%
Students will understand the causes, conduct, outcome, and impact of the Civil War. (Active from 2013 FA)	100.00%	49.40%
Students will understand the major causes of the U.S. War for Independence. (Active from 2013 FA)	100.00%	50.14%

Course By SLO	Expected Performance	Performance
HIST108 - History of Mexican and Latino Americans in the United States		
A. Students will demonstrate understanding of the social and cultural development of the United States and the Spanish-Mexican northern frontier (Borderlands region). (Active from 2021 FA)	100.00%	58.44%
B. Students will demonstrate understanding of the causes and effects of the Mexican-American War and the Spanish-American War. (Active from 2021 FA)	100.00%	53.25%
C. Students will demonstrate understanding of the effects of U.S. Foreign Policy in Latin America. (Active from 2021 FA)	100.00%	25.35%
D. Students will demonstrate understanding of the causes of the Great Migration, the effects of the Great Depression and the impact of WWII on the Mexican and Latino American communities. (Active from 2021 FA)	100.00%	53.42%
E. Students will demonstrate understanding of the origins, outcomes, and legacy of the Mexican and Latino Americans in the Civil Rights Movement. (Active from 2021 FA)	100.00%	52.78%
F. Students will demonstrate understanding of the political, social, and cultural activism of the Chicano Movement of the 1960s and 1970s as an anti-racist movement that expressed a desire for a more just and equitable society. (Active from 2021 FA)	100.00%	50.00%
G. Students will demonstrate understanding of U.S. Immigration policies and the U.S. Constitution as it relates to the lived experiences of Mexican and Latino immigrants. (Active from 2021 FA)	100.00%	26.76%
HIST110 - African-American History		
List and evaluate the different Civil Rights strategies for gaining equality for African Americans (Active from 2013 FA)	100.00%	0.00%
Explain the historical patterns of segregation and discrimination used against African Americans (Active from 2013 FA)	100.00%	0.00%
Explain how slavery, abolitionism, emancipation and racial categories shaped American social and political institutions (Active from 2013 FA)	100.00%	0.00%
Summarize the major contributions made by African American to the United States both past and present (Active from 2013 FA)	100.00%	0.00%
HIST204 - Women in American History		
A. Define and demonstrate knowledge of the social construction of gender (Active from 2018 FA)	100.00%	37.50%
B. Explain minority/ethnic group contributions to the history of feminism (Active from 2018 FA)	100.00%	37.50%
C. Explain the various impacts of the major feminist movements in the United States (Active from 2018 FA)	100.00%	37.50%
D. Evaluate the legacy of women's contributions to American labor history (Active from 2018 FA)	100.00%	85.71%
E. Develop proficiency in reading, analyzing, and synthesizing primary and secondary historical works through both oral and written assignments (Active from 2018 FA)	100.00%	28.57%
HIST210 - History of The United States in The Post World War II Era		
Students understand the origins of the Cold War. (Active from 2013 FA)	100.00%	68.63%
Students understand the similarities and differences between the Korean and the Vietnamese War. (Active from 2013 FA)	100.00%	52.94%

Course By SLO	Expected Performance	Performance
Students understand the origins, course, and impact of the Civil Rights Movement from Mendez v. Westminster to the Civil Rights Act of 1968. (Active from 2013 FA)	100.00%	78.43%
Students understand role played by the CIA and the State Department in the overthrow of Mosaddegh, Arbenz, attempted overthrow of Fidel Castro, and overthrow of Allende. (Active from 2013 FA)	100.00%	70.00%
Students understand the origins, events and points of view of American youth radicalism, Black Radicalism, and the Counter Culture of the 1960s. (Active from 2013 FA)	100.00%	64.58%
Students understand the major stages and events of the Women's Movement, Chicano Movement, American Indian Movement, and Gay Movement. (Active from 2013 FA)	100.00%	68.63%
Students understand the major phases and policies of the later Cold War from 1979 to 1989. (Active from 2013 FA)	100.00%	36.96%
Students understand the policies and military interventions of the U.S. in the Middle East from 1948-2013. (Active from 2013 FA)	100.00%	47.83%
HIST235 - History of Latin America		
Students understand the social and political similarities and differences between the Tahuantinsuyu and Mexica led Triple Alliance. (Active from 2013 FA)	100.00%	54.07%
Student understand the economic, racial, and religious transformation of Latin America during the European Colonial Era. (Active from 2013 FA)	100.00%	51.67%
Students understand the ideologies of nineteenth century Latin America and the political and economic conflicts they produced. (Active from 2013 FA)	100.00%	50.96%
Students understand the role of revolutions and reforms as Latin American ways of addressing domestic economic inequality and U.S. hegemony. (Active from 2013 FA)	100.00%	60.10%
HIST242 - Western Civilization		
Students understand the ideas for the Enlightenment, its proponents, and their impact on society. (Active from 2013 FA)	100.00%	94.74%
Students understand the inventions, the rise of capitalism, the social transformation, and imperialism of the Industrial Revolution. (Active from 2013 FA)	100.00%	89.47%
Students understand the rise of nationalism and the balance of power alliances contributing to the World War I. (Active from 2013 FA)	100.00%	89.47%
Students understand the revolutionary and reformist ideologies of the nineteenth and twentieth centuries, and their impact on European society. (Active from 2013 FA)	100.00%	89.47%
HIST250 - History of England, Great Britain and the Commonwealth		
Students critically assess the economic, political, religious, and social effects of the Norman Conquest on Anglo-Saxon England. (Active from 2013 FA)	100.00%	0.00%
Students identify key events in British political history such as the evolution of monarchy, Parliament, and Cabinet offices. (Active from 2013 FA)	100.00%	0.00%
Students identify the major reasons why England became the leader of the Industrial Revolution. (Active from 2013 FA)	100.00%	0.00%
Students identify the causes and consequences of the Sepoy Mutiny in India in 1857. (Active from 2013 FA)	100.00%	0.00%
Students identify the nexus between Britain's Industrial Revolution and British imperialism. (Active from 2013 FA)	100.00%	0.00%
HIST255 - History of Russia and the Soviet Union		

Course By SLO	Expected Performance	Performance
Students understand the impact of regionalism and religion on development of Russian identity. (Active from 2013 FA)	100.00%	0.00%
Students understand the impact of foreign invasions and occupations on shaping the development of the Tsarist regime. (Active from 2013 FA)	100.00%	0.00%
Students understand how tsars Ivan 'the Terrible', Michael I, and Peter 'the Great' transformed Russian society. (Active from 2013 FA)	100.00%	0.00%
Students understand Russia's rise to great power status as a result of eighteenth and nineteenth century leaders, wars, alliances, and territorial expansion. (Active from 2013 FA)	100.00%	0.00%
Students understand the causes and effects of the Russian Revolutions of 1917 through the Stalinist purges of the 1930s. (Active from 2013 FA)	100.00%	0.00%
Students understand Russia's transformation into a superpower starting with WWII through the Cold War. (Active from 2013 FA)	100.00%	0.00%
HIST275 - Global Studies		
Demonstrated ability to assess and evaluate critically the thesis or point of view of secondary and primary sources in history 1. Method of measurement: written essay 2. Assessment: level of capacity in critical thinking and writing, using the Perry Scheme 3. Degree of student success: 70% of students 4. Timing: first 1/3 of course (Active from 2017 SP)	100.00%	0.00%
Demonstrated ability to write a critical analysis about a topic in global studies that includes an evaluation of diverse points of view offered by the historical sources and an argument that judges the validity of these points of view 1. Method of measurement: written essay 2. Assessment: level of capacity in critical thinking and writing, using the Perry Scheme 3. Degree of student success: 70% of students 4. Timing: second 1/3 of course (Active from 2017 SP)	100.00%	0.00%
Demonstrated ability to apply skills of critical analysis and knowledge of the historical understanding of a general global studies project to individual project and/ or personal reflections 1. Method of measurement: written essay 2. Assessment: level of capacity in critical thinking and writing, using the Perry Scheme 3. Timing: last 1/3 of course (Active from 2017 SP)	100.00%	0.00%
HIST103 - Political and Social History of the United States: 1877 to Present		
Students will understand the impact of post Civil War Industrial Revolution and the immigration on the social, economic, and political transformation of the U.S. (Active from 2013 FA)	100.00%	57.36%
Students will understand the causes and effects of the Great Depression and the policies of the Hoover and Roosevelt administrations to address the crisis. (Active from 2013 FA)	100.00%	56.42%
Students will understand the basic policies of the U.S. during the Cold War and its impact in Korea, Guatemala, and Vietnam. (Active from 2015 SP)	100.00%	59.61%
Students will understand the origins, course, and impact of the Civil Rights Movement.  (Active from 2013 FA)	100.00%	61.63%
HIST120 - History of California		

Course By SLO	Expected Performance	Performance
Students understand the goals and impact of Spanish-Mexican imperialism in California. (Active from 2013 FA)	100.00%	58.71%
Students understand the political, social and economic transformation produced by the Gold Rush in California. (Active from 2013 FA)	100.00%	52.00%
Students understand the development of the new petroleum, film, and aircraft industries in California. (Active from 2013 FA)	100.00%	47.72%
Students understand the experiences of racial/ethnic/economic nationally defined minority groups in twentieth century California. (Active from 2013 FA)	100.00%	45.36%
HIST230 - History of Mexico		
Students understand the similarities and differences between the Pre-Columbian Mayan, Oaxacan, Teotihuacan and Nahuatl civilizations. (Active from 2013 FA)	100.00%	45.90%
Students understand the demographic, economic, political, racial and religious transformation of Mexico during the Spanish Colonial Era. (Active from 2013 FA)	100.00%	52.32%
Students understand the ideological differences during Mexico's national Period and their impact on domestic and foreign policy. (Active from 2013 FA)	100.00%	47.68%
Students understand the causes, major phases, and legacy of the Mexican Revolution of 1910-1920. (Active from 2013 FA)	100.00%	54.03%
HIST241 - Western Civilization		
Students understand the similarities and differences in the development of Mesopotamian and Egyptian civilizations. (Active from 2013 FA)	100.00%	74.42%
Students understand the philosophical and governmental aspects and impact of Hellenic and Hellenistic societies. (Active from 2013 FA)	100.00%	74.42%
Students understand the causes and events that led to the rise of the Roman Empire from 600 BCE to 100 CE. (Active from 2013 FA)	100.00%	58.14%
Students understand the mentality of the Renaissance contrasting it with that of the Middle Ages. (Active from 2013 FA)	100.00%	59.09%
HIST245 - World Civilization from Antiquity to 1500		
Students understand the similarities and differences in the development of Mesopotamian and Egyptian civilizations. (Active from 2013 FA)	100.00%	100.00%
Students understand the philosophical and governmental aspects and impact of Hellenic and Hellenistic societies. (Active from 2013 FA)	100.00%	5.43%
Students understand the causes and events that led to the rise of the Roman Empire from 600 BCE to 100 CE. (Active from 2013 FA)	100.00%	72.87%
Students understand the mentality of the Renaissance contrasting it with that of the Middle Ages. (Active from 2013 FA)	100.00%	2.34%
HIST246 - World Civilization from 1500 to the Present		
Students understand the similarities of Tokugawa Japan with the development of Europe from the Middle Ages to the rise of nation states. (Active from 2013 FA)	100.00%	69.23%
Students understand the impact of the Columbian Exchange between Europe and the Americas. (Active from 2013 FA)	100.00%	59.62%
Student understand the relationship between Africa and the European powers from 1500 to 1900. (Active from 2013 FA)	100.00%	40.38%

Course By SLO	Expected Performance	Performance
Students understand commonalities and differences among the national liberation movements of twentieth century Africa and Southeast Asia. (Active from 2013 FA) HIST260 - Survey of the History of Asia	100.00%	36.54%
Students will understand the similarities and differences in the development of the civilizations of India and the China up to the Chin Dynasty. (Active from 2013 FA)	100.00%	39.22%
Students will understand the Mongolian Empire in terms of its causes, cultural impact, politics, and failures. (Active from 2013 FA)	100.00%	29.41%
Students will understand the political and social differences and similarities between Imperial China and Feudal Japan from the sixteenth to the end of the eighteenth century. (Active from 2013 FA)	100.00%	43.14%
Students will understand the impact of nationalism and the ideologies of national liberations in the nineteenth and early twentieth century India, China, Vietnam, and Japan. (Active from 2013 FA)	100.00%	38.24%

## B. SLO Assessment Analysis : Version by Jarrett, George on 02/18/2025 03:52

**1. Explain the frequency (i.e., when and how often) and content of assessment process (e.g., planning, data collection, and results) for the program (e.g., department meetings, advisory boards, etc.). Also, describe the process for reviewing and discussing outcomes data.**

*Please note:* The History department has transitioned from a three-year cycle unique to the department, to the college-wide cycle adopted in Spring, 2024 by the Academic Senate. Under the cycle followed through Spring 2024, some courses (HIST 102 and HIST 103 in particular) would collect SLO assessments in the Fall of every third year. *Thus, the table above, automatically generated by eLumen, does not have complete data for the three-year cycle.*

All faculty, full- and part-time, actively assess course-level Student Learning Outcomes.

In the past six years, the analysis, development of action plans, and implementation of those plans, has been carried out by individual faculty. This is necessitated by two factors: First, many History courses are assigned to just one faculty member, so the process of analysis and improvement for those courses is an individual professor's responsibility. Second, for the courses that have multiple sections and multiple instructors—most significantly, HIST 102 and HIST 103—there is not a standard, program-wide textbook adoption or suite of assessments. Each professor may use different materials and/or methods to teach, and to assess SLOs, so analysis and improvement are individual responsibilities.

In light of some of the poor results seen in the preceding table, the department should revisit the SLO improvement process. Under the new SLO plan adopted by the faculty senate, all courses will be documented for all SLO assessments in Fall and Spring semesters 2024-25 and 2025-26. Then, in 2026-27, the department will analyze data, develop action plans (documented in eLumen) and implement those plans. The department will hold meetings to discuss these critical SLO results and create a plan of action to improve learning outcomes where needed. Faculty can share best practices that have led to SLO improvement in their sections.

Discussions about teaching and learning will also take place as part of the Spring, 2025 tutor training for HIST 102, our most heavily-enrolled course. HIST 102 instructors are working with a History faculty coordinator and Success Center faculty member to identify the most common sticking points in HIST 102, so that tutors can be prepared to support students. Sources developed will also be shared back to all faculty teaching the course.

It has also come to our attention that there are inconsistencies in our course outlines as they were imported into eLumen, which has affected results in our SLO reporting. The department will work with Academic Affairs staff and the SLO Committee to ensure that our course outlines have the same consistent SLOs to ensure proper SLO assessments in all of our history courses.

This formal process documented in eLumen is an added burden duplicative of the process that all faculty follow. We carefully observe how well students learn what we teach, and make ongoing improvements in our presentations, assignments, and activities to ensure student success. We iterate this process every semester.

**2. Describe the process for development of plan for improvement and summarize the changes that discipline faculty plan to implement based on the analysis of the student learning and program effectiveness. Provide specific examples.**

Faculty regularly review SLO assessment data, as well as other evidence of student learning, and make incremental improvements in instructional approaches. As described above, this is carried out largely by individual faculty members, both full- and part-time. For example, after the transition to online learning, one professor noticed that students were not meeting SLOs for material that was presented in lecture videos. The professor adopted a new video platform (PlayPosit) that integrates scored comprehension questions into video presentations. Once students were earning immediate credit for watching and understanding the videos, their performance on SLO assessments showed much better understanding.

## C. Curricular Course Review : Version by Jarrett, George on 02/18/2025 03:52

**1. Provide the curriculum course review timeline to ensure all courses are reviewed at least once every six years.**

The History department reviews all courses with curriculum at least once every six years. Since the last IPR, the department has updated all History courses for distance education requirements, again for deactivating prerequisites, and is in the process of reviewing HIST 102 and HIST 103 for the state-wide course renumbering process.

**2. Explain any course additions to current course offerings.**

The History curriculum places emphasis on the perspectives of Black Americans, Latinos, and women in how United States history is understood. Our two highest-enrolled courses, HIST 102 and HIST 103, emphasize social history, in other words the perspectives of everyday people including immigrants, enslaved people, and indigenous people of all races and genders. Specific courses like HIST 110 (African American history), HIST 108 (History of Mexican and Latino Americans in the U.S.), and HIST 204/WGS 204 (History of American Women) foreground these perspectives even more.

The department is committed to expanding its curriculum to further reflect a more diverse and inclusive range of historical perspectives. Plans are underway to develop new curriculum in

Native American History. Later, topics including the History of the Middle East and the History of Africa will be under consideration, subject to articulation agreements with our partner campuses. These courses will not only enrich the department's offerings but also provide students with a broader understanding of global histories and cultures.

### **3. Explain any course deletions and inactivation's from current course offerings.**

The department has recently deactivated three courses that had not been offered in a decade or more: a special section of HIST 101LC that was once part of a learning community; HIST 257 Vietnam: Country and War; and HIST 69.1SS/Pilipino American Experience.

Other courses remain in the active curriculum, but have not been offered recently due to lower student demand: HIST 204 Women in American History (cross-listed with WGS 204); HIST 220/HIST 221 History of the Americas; HIST 255 History of Russia/Soviet Union; HIST 265 Selected Problems in Contemporary Asian History; and HIST 270 Special Topics in History. These courses may be offered again in the future, as they serve the needs of History transfer students.

### **4. Discuss how well the courses, degrees, and/or certificates meet students' transfer or career training needs. Consider the following questions:**

- **Have all courses that are required for the program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?**
- **How has degree and/or certificate completion changed over time?**
- **Are there sufficient completers compared with the size of your program?**

All courses required for the History AA-T are offered annually.

The college awarded between 19 and 29 History degrees over the past six years, with the highest number awarded in 2022-23, and the lowest in the COVID quarantine year of 2019-20.

(Leaving out the quarantine year, the average was 24.4 awards per year.) The fluctuation does not suggest a strong trend.

In Fall, 2024, the college had 122 enrolled History majors. This suggests that about 22% of History students complete the program each year.

Looking at award data, 62.5% of full-time History students who completed did so within 2 years. The largest cohort of part-time students (42.68%) who have completed did so within 5 years.

According to data from CSU's dashboard, in Fall, 2024, 19 Cerritos College students transferred into a CSU campus as History majors. This is the highest number in the past five years.

That year, History was the major of choice for 2.5% of Cerritos College students transferring to CSU, also the highest rate in the past five years. (source: <https://www.calstate.edu/data-center/institutional-research-analyses/Pages/data-dashboards.aspx>)

### **5. Are any licensure/certification exams required for program completion or career entry?**

- **If so, what is the pass rate among graduates?**
- **Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.**

There are no licensure or certification exams in History.

## Section 4. Program Reflection

### A. Six-Year Program Reflection : Version by Jarrett, George on 03/14/2025 21:59

#### **1. Provide an analysis of your program throughout the last six years, reflecting on student demographics and enrollment. Reflect on any changes you would like to see in your program in the next six years.**

As described above, student demographics have been fairly steady over the past six years, and mostly reflective of the college overall. Enrollment dipped during the first two years of COVID, and has recovered, first with growth in online enrollment, and more recently with a recovery in enrollments for in-person sections, including more dual enrollment sections.

Headcount is still largely concentrated in HIST 102 and HIST 103, our two most popular GE courses. As a largely transfer-oriented, general education program, our demographics track the college's demographics for transfer-oriented students.

Over the period, Prof. John Macias completed curriculum development for HIST 108 (Mexican-American and Latino American History), and has offered it to increasing numbers of students each year. The department hired one new FT faculty member, Angela Martinez, who has taken on Western Civilization, dual enrollment at Whitney High School, and other courses, and will develop Native American history curriculum. The department also recruited many PT instructors to meet shifting demand for online and dual enrollment sections. The loss of John Haas is our most serious recent setback, affecting the many students who take World History and Global Studies, among other courses.

Our main focus in the next six years will be to improve student success and completion. One key driver of improvement would be to hire additional full-time faculty: a World History specialist to replace John Haas, and a new full-time instructor to accommodate growth and dual enrollment demands. We look to improve success in the department's most popular course, HIST 102, with a targeted tutoring program. The department will work with faculty to improve the quality of online History instruction, especially by developing template courses and strengthening regular and substantive interaction to increase student engagement. In response to changes in the statewide course outlines for HIST 102 and HIST 103, the department will work with curriculum to reduce class sizes to emphasize research and writing assignments. The department will also improve transfer success and certificate completion by working with the Scholar's Honors Program and CTE programs to tailor sections to diverse, program-specific needs.

In the next six years, the History department will revisit some of the goals from the 2018 IPR. We will work with the Africana Studies department to reconsider the role of History in the major, and specifically HIST 110 African American History which has been a degree elective for the program. Now that AFS has developed AFS curriculum with a historical emphasis, how can History continue to contribute to the growth of Africana Studies? We hope to revitalize history-related guest presentations and activities, ensuring that we honor John Haas's legacy. We will work to establish a History Student Association, if that is possible in an era when 50% or more of enrollment is online. The department will revisit plans to develop a Public History curriculum. And we will continue to advocate for an automated email system for direct communication with History students.

#### **2. What is the six-year trend of degrees and certificates awarded? Is there anything you can do to help increase the number of students who acquire degrees and/or transfer?**

With the exception of the first COVID-19 quarantine year, awards have held steady in the mid-twenties. With the focus on student success, initiatives including expanded tutoring and improved online instruction should contribute to reduced time to completion and higher award rates. Insofar as most students in History courses are completing other programs, higher levels of success in our courses will contribute to completion in other programs.

Gender distribution among students earning the History degree has shifted over the past six years. At the beginning of the period, more male than female students earned the degree. Then, starting in 2020-21, the number of female students earning the degree began to increase, while the number of male students stayed about the same. Since then, for the past three years, about half of the degree-earners have been female. This raises the question of whether this is a significant development. Given the small numbers in question, it may just be a statistical anomaly. It may be that the increased number of online sections made available since the start of pandemic has made History education more accessible to female students. At present, the

enrollment data show about the same gender distribution as the college overall, so it is unsurprising that degrees awarded matches that proportion.

### **3. Were there any unplanned events (positive or negative) that affected your program? If so, what were they and how did they affect the program?**

The COVID-19 pandemic and subsequent quarantine dramatically upended instruction in History at Cerritos College. Faculty and students alike reacted to the sudden shift to online instruction with persistence and creativity. Nonetheless, to go from an average of 650 online enrollments/year in 2018-19 to over 2,400/year in 2023-24 was a massive shift in expectations. What is surprising, and reassuring, is that despite the challenges entailed in shifting to online instruction, student retention and success was only somewhat lower in online sections. That said, there is room for improvement in both faculty and student utilization of online teaching and learning technology, to improve engagement and success. In Fall, 2024, longtime History professor John Haas fell ill and ultimately died. His death has left an enormous gap in the life of the department and the college. In addition to courses that he created and usually taught (HIST 245 and HIST 246 – World History; HIST 250 – History of Great Britain; HIST 275 – Global Studies), John consistently worked to bring the world to Cerritos College, and to bring our college to the world. Through guest speakers, teleconferences, documentary-making, and travel, John helped our students explore important world issues, from peacemaking in Israel/Palestine and Northern Ireland, to life on the US-Mexico border. No guest was too significant for John to invite to Cerritos, and many of John's guests were thrilled for the opportunity to meet our students.

### **4. Please describe any recent achievements in your program by faculty and staff who have won awards or distinctions, new projects your program has implemented, committee work, professional development work, conference presentations, community engagement, or recently published work.**

Prof. John Macias has published two academic history articles, one in the Summer 2021 edition of the *Southern California Quarterly* and the other in the Summer 2023 edition of the *California History Journal*, as both articles explore the history of the mission Indian and Mexican communities that emerged from Mission San Gabriel. In addition, Prof. Macias presented at the 2020 and 2023 Western History Association Conferences and chaired a panel discussion at the 2024 American Historical Association/Catholic American Historical Association.

Prof. Angela Martinez regularly presents on-site lectures to students from Cal State Long Beach and Cerritos College about Puvungna, an ancient Tongva village beneath CSULB. The lectures cover the historical context of 19th-century California, the Gold Rush's impact on Indigenous communities, and efforts to preserve the site, including recent lawsuits. They also delve into Federal Indian Law, the differences between federally recognized and non-recognized tribes, and include lessons on indigenous cosmology, literatures, and contemporary activism. Additionally, the Prof. Martinez participated in creating an inventory of human remains and cultural artifacts found on campus. Prof. Martinez is working with a Sundance Medicine Man from the Rosebud Reservation in South Dakota to construct his autobiography, covering Lakota cosmology, 19th-century conflicts, Federal Indian Law, 1970s activism, and his life journey. She travels to the reservation every summer to observe ceremonies, including the large Sundance and individual hembleichas. Her work provides a comprehensive look at Lakota cosmology, spirituality, history, and activism.

Prof. John Haas's 2021-22 sabbatical leave project involved extensive research on Generation Z, particularly Gen Z Latinx students, highlighting their unique characteristics such as trauma, empathy, and digital nativity. He explored their learning preferences, emphasizing the need for autonomy and active learning. Haas redesigned his courses to better align with Gen Z's needs. Additionally, he created an online library of resources on Gen Z, global competency, and peace vocations, featuring interviews with renowned scholars. This library is intended to support faculty, administration, and students in understanding and engaging with Gen Z effectively.

From 2018-2024, Prof. John Haas also invited a number of renowned guests to the college over the past six years, including:

- "Powerlands" filmmaker Ivey Camille Manybeads Tso;
- Goretta Horgan of Ulster University;
- Haaretz journalist Gideon Levy;
- Harvard Law professor Laurence Tribe;
- Israeli political science professor Neve Gordon;
- Kenyan peace activist Millicent Otieno;
- USC historian of slavery Alice L. Baumgartner;
- Irish peace activist Mary Montague;
- deported American veteran Hector Barajas; and
- Hip-Hop Artist, Activist, and Scholar, Olmecca.

In the same period, Haas presented talks with videos of his own production on the rise of anti-Semitism; the El Paso massacre; and "Reflections from the Border: The Plight of Migrants, Deportees, and Dreamers"; and an interview with Noam Chomsky on Israel-Palestine. He also found time to produce an in-depth video interview with Pink Floyd musician and outspoken activist Roger Waters.

The History department includes outstanding adjunct faculty. Prof. Michael Hawkins was recognized as Cal State San Bernardino's Outstanding Lecturer in 2019-2020. Prof. Areej Qasqas has served as a reader for the Honors Transfer Council of California for the past three years.

Faculty in the department serve important college roles beyond the History program, including: Julie Davis is chair of the faculty senate's Sabbatical Leave Committee; Walter Fernández serves on the senate Hiring Standards Committee; George Jarrett serves on the Digital Learning Committee; Peer Online Course Review (POCR) team; and Zero Cost Textbook (ZTC) team; and John Macias is a Senator, and co-chair of the Chicano Studies department.

### **5. Provide a status update on goals from the last program review cycle.**

- 1. Course on the history of Mexican Americans and Latinos:** Prof. John Macias accomplished our first goal from the last IPR: to diversify the curriculum he created a course on the history of Mexican Americans and Latinos (HIST 108, cross-listed with Chicano Studies). The class has steadily improved in enrollments and success since it was first offered.
- 2. Hire a full-time faculty member with specialty in African American history:** The Faculty Hiring Prioritization committee gave the department priority for this position in the 2023-24 hiring cycle, and a search was undertaken. Before the search was completed, the college's executive committee decided instead to use this faculty slot to hire a faculty member to teach Ethnic Studies, rather than History. The Ethnic Studies hire is still in process.
- 3. Hire a full-time faculty member with specialty in Western Civilization:** The department hired Angela Martinez, who began in Fall 2023. She is now teaching the Western Civilization sequence (HIST 241 and HIST 242). In addition, she is teaching HIST 102/HIST 103 dual enrollment for our ABCUSD partner, Whitney High School. She will also lead development of curriculum in Native American history.
- 4. Increase enrollment for History of Asia:** HIST 260 has rebounded in interest from students, enough that it has run for five of the last six years. In 2023, it enrolled 29 students.
- 5. Offer History-related presentations and activities to the campus:** The department continued to offer history-related presentation, even when the pandemic disrupted in-person events. We do feel the loss of John Haas especially acutely in this area.
- 6. Assist with Development of a History Student Association:** The pandemic and subsequent shift to near-50% online enrollment has made all student life initiatives more problematic. At this time, there is not an active History student association.
- 7. Strengthen Global Studies:** At no point in the past six years did the college provide a predictable budget for the events and speakers envisioned in the last IPR report. Instead, funds were dispersed on an ad hoc basis, most often after the fact. While individual (including John Haas) were at times willing to finance campus events from their own pockets, a viable,

sustainable program of global engagement requires a budget that is sustained from one year to the next.

**8. Expand tutoring/success center support for History:** This goal was not accomplished in the last cycle, largely due to lack of resources. Instead, embedded tutors have been available to individual history instructors on a section-by-section basis. Going forward, the History department and college leadership are collaborating on the Top 8 tutoring initiative, supported by Chancellor's Office funds. This should result in much more effective tutoring, provided by specially-trained and supportive tutors, to *all students* enrolled in HIST 102, our most in-demand course.

**9. Explore a certificate of achievement in one or more areas of History (American diversity, World history):** It was determined that such a certificate was not feasible. Essentially, the state legislature wants simplicity and uniformity of community college programs across the state, to simplify general education requirements and speed transfer.

**10. Study Impact of Pre-requisite Change:** The impact of pre-requisite change on success rates in History courses paralleled that in other programs: in other words, success rates and enrollment rates did not see a sustained, significant change due to the deactivation of an English prerequisite.

**11. Explore, Potentially Develop Public History Curriculum:** This is on hold for now; it was envisioned as a project for 2020-21, when coping with the pandemic took precedence.

**12. Advocate for an Automated Email Address:** We advocated. As yet, there is no simple way for the History faculty to contact all History majors or all students enrolled in History classes. Learning and Career Pathways is now the preferred method for this kind of outreach to students.

**OER:** While it was not an enumerated goal in the last IPR report, the report did discuss the department's efforts to incorporate and enhance Open Educational Resources (OERs) in its courses. That work has continued and expanded over the past six years, thanks to individual faculty initiative, and support from several statewide projects. Most recently, faculty teaching courses in World History (HIST 245 and HIST 246) have adopted OERs, and Walter Fernández is adopting OER and public domain sources for Latin American History (HIST 235).

**6. If applicable, describe the resources the program received from the last review cycle and the impact it had on the program?**

The department's new full-time faculty hire, Prof. Angela Martinez, has enhanced our program since her arrival in Fall 2023. Starting Fall 2024, she is reaching many current and potential History majors as the instructor for both halves of the Western Civilization survey (HIST 241 and HIST 242). The two courses are core requirements for the History AA-T and thus "gateway" courses to university History education. Starting Fall 2024, she has also excelled as the dual enrollment instructor with our longest-running high school partner, Whitney High School in Cerritos. The department is grateful that she has arranged her schedule around student needs at Whitney and on campus at Cerritos. As a researcher and lecturer on Native American history and culture, she will draw from deep and unique expertise to develop curriculum on Native American history for the department in the near future.

The program did not receive requested resources for the other goals listed above.

## Section 5. Program Goals and Resource Requests

### A. Six-Year Program Goals and Resource Requests