

**HISTORY PROGRAM REVIEW
4 YEAR CYCLE
FALL 2020**

**Dr. Kendahl Radcliffe
Prof. Nathan Lopez**

HISTORY PROGRAM REVIEW 2020 CYLCE

Please consult the Program Review Template Guide and Instructions (Appendix C) for further information to help you answer the template questions.

1. Overview of the Program

The History Department is working diligently to help students prepare and succeed taking history courses. The department is participating fully in the guided pathways program to assure students take the courses they need within an effective timeline. The courses are offered face-to-face and asynchronous. The mission states that “the History program leads to an A.A. Degree that provides students with a foundation in the science of historical inquiry. After completing the program requirements, students will gain an understanding of the methodologies of interpretation utilized by historians in order to study the past. From this analysis of past historical events, students gain a thorough knowledge of the social economic and political factors which create history. Students will be able demonstrate knowledge of the primary cultural, intellectual, and diplomatic institutions of the United States and the world.” The students enrolled in history courses come from diverse backgrounds with majority of students being Black and Latinx. Many students come from disadvantaged neighborhoods with different social classes and cultural backgrounds. The History department makes every attempt to go beyond teaching to link students to services on-campus that can eliminate barriers they could be experiencing. Obtaining resources allows them to focus more on their courses.

The History Department offers a History ADT degree on which students take various courses such as Hist-101, Hist-102, Hist, 140, and Hist-141. Students are also required to choose three American studies courses to prepare them to obtain the degree. Students can choose to get the degree or transfer to university. Several courses prepare them for that journey. It was mentioned before that the History Department is working to fully implement guided Pathways. The department also explores different teaching strategies to address achievement gaps left by the K-12 system. Faculty use pedagogy that supports the student population providing more opportunities for success. In addition, faculty participates actively in professional development to stay current in the field. These support the college’s mission “Compton College is a welcoming environment where the diversity of our students is supported to pursue and attain academic and professional excellence. Compton College promotes solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for transfer, completion and lifelong learning.” The years included in the program review include fall 2014 to spring 2019. Even though Compton College was still operating under El Camino College, it is worth mentioning that faculty has been working diligently throughout the years to provide excellent services to students of different backgrounds.

There were three prioritized recommendations from the previous program review (1) obtain a photocopier with capability to scan/fax/email, (2) obtain retractable screens and maps, (3) increment???? audio and visual materials. There is a photocopier available now to scan and email. Even though it does not have the capability to fax, it is functional for productivity. The retractable screens and maps were not obtained for lack of funding. The same status is for audio and visual materials. The materials recommended are still needed. Faculty will continue to advocate to obtain them.

College Strategy Initiatives 2024 and Division Alignment College Strategy

The [Compton College 2024- Master Plan](#) has the strategies to improve services to students. The

History Department works to maintain alignment of the strategies mentioned below.

1. IMPROVE ENROLLMENT, RETENTION, AND COMPLETION RATES FOR STUDENTS.

- **Objective 1.** Tailor degree and certificate programs to meet the needs of students
- **Objective 2.** Educate students about pathways to graduation.
- **Objective 3.** Enhance student preparation for academic success and completion.

Division Alignment

Faculty in the History Department works together with counseling to make sure the degree program meets the needs of students. Faculty are fully participating in the pathways program to streamline courses that students need to take to graduate or transfer. There are several strategies faculty use to ensure the preparation for academic success of students such as assigning work that is fully aligned with SLO and PLO statements. There have been declines in enrollment and retention which impacts completion rates. Many students encounter issues beyond their control that affects their ability to pass and/or retain courses. Faculty connect students to resources on campus to address some of the needs such as hunger and housing insecurity. In addition, fully participating in the early alert program to ensure more environmental barriers are eliminated for students.

College Strategy

2. SUPPORT THE SUCCESS OF ALL STUDENTS TO MEET THEIR EDUCATION AND CAREER GOALS.

- **Objective 1.** Attract and retain traditional students, and focus on retaining nontraditional students
- **Objective 2.** Minimize the equity gap for access, retention, and graduation rates.
- **Objective 3.** Enhance student preparation for academic success and completion.

Division Alignment

The History Department is focuses on the success of all students. The priorities include attracting and retaining students. The department has high interest to participate in the dual enrollment program because offering college course at various high schools will allow attracting those students to our campus. In addition, working with students to build rapport that allows faculty to support students at different levels when they encounter barriers. There are discussions about open educational resources for students to target issues of equity. Having access to textbooks that are free of cost helps close some of the equity gap. Faculty uses pedagogy that stimulates students cognitive processes enhancing their educational experience preparing them for academic success. There are several key factors in student success, and the main one is to work together with staff on campus to address the needs of students. Connection to EOPS, library access, health center, special resource center, and food pantry are some of the key factors driving success and competition.

College Strategy

3. SUPPORT STUDENT SUCCESS THROUGH THE USE OF TECHNOLOGY.

- **Objective 1.** Implement an early alert program to identify and notify students of support services and programs in a timely manner

- **Objective 2.** Provide robust distance education course and service offerings.
- **Objective 3.** Enhance technology for teaching and learning through professional development.

Faculty in the department are fully aware of the importance of using technology in teaching. It allows students to enhance their learning experience and achieve success. Currently the distance education for the department is growing with high levels of effectiveness. Faculty must obtain three different certifications for teaching online to be able to teach courses online. The certifications include beginning and intermediate use of Canvas LMS. In addition, implementing materials that are accessible for students with different learning preferences and capabilities. Faculty are also meeting the professional development requirements to increase effectiveness in teaching. It was mentioned before that faculty are participating fully in the early alert program to support students with resources in a timely manner. Alerts are often generated in the first quarter of the semester to help students recover, get access to resources, and not fall behind in their studies.

2. Analysis of Research Data (include data provided by Institutional Research)

Provide and analyze the following statistics/data.

- a) Head count of students in the program

Fall Terms 2014-2018

The head count for fall terms is organized by gender, ethnicity, age/age group, class load, and educational goal. The overall count for fall terms remained between 295-363. The data starts with 361 students enrolled in fall 2014. There were decreases for the next two years by 18.28%. However, there were increases in the next two years by 18.73??? with a small 0.45% total loss over the years.

The gender head count data for female students shows 219 enrolled in 2014. There was a small 0.91% decrease for 2015, and a 23.04% decrease for 2015. The head count remained the same for 2017. However, there was a 28.94% increase from years 2017 to 2018. The total increase from 2014 to 2018 is 6.81%. The data for male students remained between 128 to 141. The overall decrease for male students for years 2014-2018 is 9.22%. The History Department had a 45.53% difference in enrollment between male and female students in 2018. Generally, there has been a higher number of female students enrolled in community colleges across the nation. The data for non-binary students is less than 5, and it remained the same for the years covered for this program review.

The data for ethnicity shows more increases in Latinx students than Black and Asian. Those are the three main groups enrolled in the History Department. Latinx students had a 19.17% increase in enrollment from 2014-2018 while Black students had a 36.37% decrease. Asian students had a 29.41% increase for the same years. There were less than five students in the Pacific islander and unknown-decline categories. The head count for white students remained between 8 and 10 except for 2017 which shows less than 5 students enrolled. Students with two or more ethnicities have a 33.33% increase from 2014 to 2018. The head counts by ethnicity represent the population in the service area.

The next data set is for age/age group. There were less than 5 students with ages under 17 enrolled in the years 2014-2017. However, there was an increase to 38 students in 2018. The head count for 17-year-old students had a 68.57% increase. This reflects the increase in dual enrollment programs. Data for 18-year-old students show a decrease of 45.46% in head count. Data for 19-year-old students remained between 37 and 52 with decreases and increases throughout. The head count for 20-year-old students has a 34.78% decrease, and 21-year old students an 18.92%. The data for 22-year-old students shows a 30.30% decrease in enrollment, 23-year-old students have a 48.15% decrease, and 24-year-old students have a 64.71% decrease. The data for age-group 25-29 shows 45 students enrolled in 2014. There was an increase to 58 students in 2015. However, the remainder of the years show a 6.90% decrease in enrollment. The 30-39 age group had enrollment between 26 and 34 for years 2014-2017. There was a 26.83% increase between 2017 and 2018. The data for age group 40-49 stayed between 9 and 18, while the 50-64 age group stayed between 5 and 10. There were less than 5 students enrolled for ages 65 and over. Compton College provides services to diverse groups of students, and these data reflect it.

The class load data shows that part-time faculty carry most of the teaching loads for years 2014-2018. There were 79 courses carried out by full-time faculty in 2014, and 282 by part-time. The load decreased to 71 for full-time faculty in 2015, and to 281 for part-time. The year 2016 shows a load increase for full-time faculty to 77, and a decrease to 218 for part-time. The next year shows a decrease to 60 for full-time faculty and an increase to 248 for part-time faculty. There was another decrease in 2018 for full-time faculty to 45, while part-time faculty had an increase to 318. Overall, full-time faculty had a 43.03% load decrease while part-time have an 11.32% increase.

The last category includes educational goals. There were less than 5 students for years 2014-2017. That increased to 16 in 2018. There was an 11.76% decrease for the degree/cert only category. Enrichment started with less than 5 students in 2014 which increased to 8 in 2015. There were more increases for the rest of the years for a total of 68%. The intent to transfer category has 157 students in 2014 which increased to 182 in 2015. However, the remainder of the years have a total decrease of 17.03%. The retrain/recertify category shows 5 or less students for years 2014-2018. The undecided/unstated category has an 18.56% decrease. Counselors are fundamental to the History Department in assisting students to declare educational goals. They have been working diligently to decrease numbers in this category.

Spring Terms 2015-2019

The head counts by gender for history have a decrease from 2015 to 2019. There were 338 students in 2015 with a decrease to 323 in 2016. There was another decrease in 2017 to 292. In 2018 there was a head count decrease to 253, and 218 in 2019. The total head count decrease from 2015 to 2019 is 35.5%. It is important to mention that there was an important transition from 2018 to 2019 where Compton College separated from El Camino College. As a result, this is the first year that head count reflects that transition.

There is also a decrease in ethnicity enrollment from 2015 to 2019 for Asian, Black, and Latinx. In 2015 there were 17 Asian students, 11 in 2016, 16 in 2017, 10 in 2018, and 10 in 2019. The decrease throughout the years is 41.18%. The head count for Black students was 111 in 2015, 104 in 2016, 86 in 2017, 72 in 2018, and 49 in 2019. The total decrease for this group is 55.86%. The Latinx head count had a total decrease of 25.13% from 2015 to 2019. There data shows enrollment of less than 5 for Alaskan/American Indian, and Pacific Islander. The head count for

students who categorize themselves as having two or more ethnic heritages increased from 2015 to 2016 by one student. There were 10 students in 2015, and 11 in 2016. In 2017 there was a decrease to 9 students, to less than 5 in 2018. It was mentioned before that because of the separation from El Camino College, the year 2019 is the reflection of Compton College's head count as an independent college. The total head count in 2019 for this group of students was 8 showing a total decrease of 20%. The head count for students with White ethnicity decreased as well for years 2015 to 2019. There were 13 White students in 2015, 6 in 2016 and 2017. There were 8 students in 2018, and 11 in 2019. The head count increase from 2018 to 2019 is 27.27%. Lastly, the head count for students who declined to answer to the ethnicity category was less than 5 throughout years 2015-2019.

There is a mix on data for head count by age. Students with age of less than 17 show a decrease in enrollment from 2015 to 2019. The data shows a decrease to less than 5 students from 2017 to 2019. Seventeen-year-old students have a decrease as well from 7 students in 2015, to less than 5 for years 2016 through 2018. There was an increase in 2019 for this group to 6 students. The group of students with ages 18 to 21 years of age have mostly decreases in head count. The years of focus are 2018 to 2019 because once again, Compton College started operating independently since June 2019. The decreases reflect that because students no longer switched between one campus to the next. There was mostly a decrease in head count for ages 22 through 29. In 2018 there were 15 22-year-old students which increased to 20 in 2019. There were also 15 students in the 23-year-old group. There was a decrease 8 students in 2019. The 20-year-old group had 14 students in 2018 with a decrease to 9 students in 2019. Students in the age group 25-29 show an increase from 33 students in 2018 to 39 in 2019. The group of students with ages 30 to 64 had mostly decreases in enrollment as well for years 2015-2017. However, there is more mix for 2018 to 2019. The age group 30-39 had 29 students in 2018 and 16 in 2019 with a decrease of 44.82%. Students in age group 40-49 had a decrease from 9 students to 8 between 2018 and 2019. Students in age group 50-64 there was a decrease from 7 students in 2018 to 5 in 2029. Students with age 65 and over had an enrollment of less than 5 students throughout 2015 to 2019.

The class load data shows that in 2015 full-time faculty had 71 courses, 74 in 2016, 50 in 2017, 47 in 2018, and 61 in 2019. There was a decrease on class load from 2015 to 2019 by 33.80%. The number in case load increased from 2018 to 2019 from 47 to 61. The class load for part-time faculty was 267 in 2015, 249 in 2016, 242 in 2017, 206 in 2018, and 157 in 2019. The total decrease in class load for part-time faculty is 41.19%. The decreases in load for both groups reflect the decrease in student enrollment. The data also shows that part-time faculty carry more class loads than full-time faculty by 61.14%. The History department is going through the process of hiring a full-time faculty member which will help even the load between the two groups.

The educational goal category indicates that from 2015 to 2019 the outcome is less than 5. The degree/certificate category has a decrease from 27 to 23 in the years 2015-2016. There was an increase to 27 students in 2017 with a decrease to 21 for years 2018 to 2019. Enrichment had less than 5 students for 2015. There is an increase to 8 in 2016. This changed for year 2017 to less than 5 students. Year 2018 to 2019 shows 6 students with a decrease in 2019 to less than 5 students again. The intent to transfer has 152 in 2015 students which increased to 166 in 2016. There was a decrease in 2017 to 132, another in 2018 to 123, and 108 in 2019. The total decrease in educational goal through the years in 28.94%. The category retrain/recertify has less than 5 students through years 2015-2019. The year 2015 shows 152 undecided students/students who did not state their majors. That number decreased to 124 in 2016. There was a slight increase to 125

in 2017 with decreases of 98 in 2018, and 81 in 2019. The 35.2% decrease from 2017 to 2019 reflects the decrease in enrollment for those years as well.

History Head Counts Fall Terms 2014-2018						
		Term				
		2014	2015	2016	2017	2018
Term Head Count		361	352	295	308	363
Gender	F	219	217	167	167	235
	M	141	135	128	141	128
	X	<5	<5	<5	<5	<5
Ethnicity	Asian	12	12	12	14	17
	Black	132	108	93	86	84
	Latinx	194	209	170	190	240
	Pacific Islander	<5	<5	<5	<5	<5
	Two or More	8	7	8	11	12
	White	10	12	10	<5	8
	Unknown or Decline	<5	<5	<5	<5	<5
Age / Age Group	<17	<5	<5	<5	<5	38
	17	11	5	8	<5	35
	18	44	39	24	32	24
	19	45	50	37	52	49
	20	46	34	43	44	30
	21	37	32	33	34	30
	22	33	36	22	17	23
	23	27	16	17	17	14
	24	17	18	10	16	6
	25-29	45	58	54	41	54
	30-39	34	35	26	30	41
	40-49	14	18	9	16	12
	50-64	7	7	10	5	7
	65+	<5	<5	<5	<5	<5
Class Load	Full-time	79	71	77	60	45
	Part-time	282	281	218	248	318
Education	Basic Skills	<5	<5	<5	<5	16

	Degree/Cert Only	34	27	27	20	30
	Enrichment	<5	8	13	11	25
	Intend to Transfer	157	182	171	173	151
	Retrain / Recertify	<5	<5	<5	<5	5
	Undecided/Unstated	167	130	83	100	136

History Head Counts Spring Terms 2015-2019						
		Term				
		2015	2016	2017	2018	2019
Term Head Count		338	323	292	253	218
Gender	F	219	199	183	144	127
	M	119	124	109	109	91
Ethnicity	Asian	17	11	16	10	10
	Black	111	104	86	72	49
	Latinx	183	189	175	158	137
	Alaskan / American Indian	<5	<5	<5	<5	<5
	Pacific Islander	<5	<5	<5	<5	<5
	Two or More	10	11	9	<5	8
	White	13	6	6	8	11
	Unknown or Decline	<5	<5	<5	<5	<5
Age / Age Group	<17	7	<5	<5	<5	<5
	17	7	<5	<5	<5	6
	18	33	27	30	25	24
	19	50	45	44	43	38
	20	46	40	38	39	24
	21	25	29	31	24	21
	22	23	24	21	15	20
	23	22	23	15	15	8

	24	19	13	14	14	9
	25-29	42	64	53	33	39
	30-39	35	34	27	29	16
	40-49	18	19	7	9	8
	50-64	9	<5	9	7	5
	65+	<5	<5	<5	<5	<5
Class Load	Full-time	71	74	50	47	61
	Part-time	267	249	242	206	157
Educational Goal	Basic Skills	<5	<5	<5	<5	<5
	Degree/Cert Only	27	23	27	21	21
	Enrichment	<5	8	<5	6	<5
	Intend to Transfer	152	166	132	123	108
	Retrain / Recertify	<5	<5	<5	<5	<5
	Undecided/Unstated	152	124	125	98	81

b) Course grade distribution

Data shows more students earning a “B” through years 2014-2019. There are some courses that have higher rates of students passing and failing such as Hist-101, and Hist-102. This is because those are the courses with highest head counts. Those courses also have the highest withdrawal rates with success rates between 65.44% and 71%. It is important to mention that only year 2015-16 shows a success rate of 71.43%. The rest remained under 70% for both courses. There were 3,978 students attempting Hist-101 from 2014 to 2019. There were 3,141 students retained for the course, and 2,707 passing the course. This leaves 1,271 students failing to complete the course. Hist-102 had 2,247 attempting the course with 1,861 retained, and 1,471 passing the course. This indicates that 776 students failed to complete the course.

There were low success rates for Hist-112. School year 2014-15 has 70.18% success rate, and it is the only year showing passing scores. School year 2015-16 has 67% success rate, year 2016-17 has 48.28%, year 2017-18 has 38.46% success rate, and 2018-19 53%. There were two years with retention rate below 70% - 2015-16 and 2017-18. The course retention for the remainder of the years was over 70%. which indicates students are interested on acquiring passing scores. The course is History of the Chicano in the United States. This class should have higher success rates since the course surveys United States History from the Chicano perspectives. There have been enrollment increases of Latinx students. Even though not all have Chicano heritage, many Latinx students have ancestors who were colonized. This gives an opportunity to make the class very relevant in their lives. There is a need to revisit assignments given to students. There is value in writing assignments in term papers. However, there are other options such as having students interview someone whose ancestors were colonized and compare it to the Chicano experience. Creating posters to show the Chicano experience with images, and historical dates of events.

Course Hist-111 has less head count but higher success rates. This course also has high retention rates mostly between 70% to 100%. School year 2017-18 was the only time there was 62% retention rate. This course surveys the history of the United States making emphasis on the role of African Americans in shaping American society. The success and retention rates are aligned with the student population at Compton College who have African American culture. There is also interest from other minority groups on campus to take the course. It is an indication that students are interested in taking the class, relate to the content, and that assessment strategies are effective. There is a need to work on increasing head count.

The remainder of the courses offer in the department have low enrollment. Hist-140 and Hist-141 show between 8 to 41 students enrolled. The retention rates for both courses is below 60%, and the success rate is higher for Hist-140 than Hist-141. However, the success rate for both courses is below 70%. Course Hist-154 was taught years 2014-2016 with low enrollment, retention rate over 70% but success rate below 67%. Hist-183 was offered years 2014-2016. The course also had mostly retention rates over 70% but success rate below 50% for years 2014-2016. The only year showing 70% success rate was 2016-2017. Course Hist-184 was only offered years 2014-2016. The course had low enrollment, and retention-success rate less than 70%. There is a need to revisit teaching strategies to improve retention and success rates. In addition, explore methods of advertisement to increase enrollment rates.

School Year	Course ID	A	B	IB	C	IC	P	D	ID	NP	F	IF	RD	DR	W	Total	Success	Retained	Success Rate	Retention Rate
2014-15	HIST-101	145	264	0	178	0	0	57	<5	0	52	0	0	<5	199	897	587	698	65.44	77.81
	HIST-102	133	125	0	75	<5	0	33	<5	0	37	<5	0	0	80	487	334	407	68.58	83.57
	HIST-110	<5	14	0	9	0	0	<5	0	0	<5	0	<5	0	13	50	28	37	56	74
	HIST-111	7	10	0	13	0	0	<5	0	0	0	0	0	0	13	44	30	31	68.18	70.45
	HIST-112	13	11	0	16	0	0	<5	0	0	7	0	0	0	9	57	40	48	70.18	84.21
	HIST-140	<5	<5	0	<5	0	0	0	0	0	6	0	0	0	6	19	7	13	36.84	68.42
	HIST-141	8	8	0	<5	0	0	0	0	0	9	0	0	0	7	33	17	26	51.52	78.79
	HIST-154	<5	6	0	<5	0	0	0	0	0	6	0	0	0	7	26	13	19	50	73.08
	HIST-183	<5	<5	0	12	<5	0	6	0	0	<5	0	0	0	6	35	18	29	51.43	82.86
	HIST-184	<5	<5	0	<5	0	0	<5	0	0	<5	0	0	0	9	24	12	15	50	62.5
2015-16	HIST-101	197	289	0	154	0	0	37	<5	0	52	0	0	0	166	896	640	730	71.43	81.47
	HIST-102	142	121	0	57	0	0	28	<5	0	42	0	0	<5	81	476	320	395	67.23	82.98
	HIST-110	<5	9	0	10	0	0	0	0	0	<5	0	0	0	14	39	22	25	56.41	64.1
	HIST-111	6	22	0	<5	0	0	<5	0	0	0	0	0	0	11	45	33	34	73.33	75.56
	HIST-112	<5	6	0	7	0	0	0	0	0	0	0	0	0	9	27	18	18	66.67	66.67
	HIST-140	<5	<5	0	<5	0	0	<5	0	0	7	0	0	0	<5	20	8	19	40	95
	HIST-141	<5	<5	0	<5	0	0	<5	0	0	7	0	0	0	22	41	11	19	26.83	46.34
	HIST-154	<5	<5	0	<5	0	0	<5	0	0	<5	0	0	0	<5	12	8	10	66.67	83.33
	HIST-183	<5	6	0	8	0	0	<5	0	0	<5	0	0	0	13	36	16	23	44.44	63.89
	HIST-184	<5	6	0	<5	0	0	<5	0	0	0	0	0	0	12	28	14	16	50	57.14
2016-17	HIST-101	175	206	0	143	0	0	31	<5	0	42	<5	0	0	172	771	524	599	67.96	77.69
	HIST-102	109	93	0	81	0	0	31	0	0	49	0	0	0	62	425	283	363	66.59	85.41
	HIST-110	<5	<5	0	<5	0	0	<5	0	0	<5	0	0	0	<5	17	10	12	58.82	70.59
	HIST-111	6	<5	0	<5	0	0	<5	0	0	6	0	0	0	<5	26	15	23	57.69	88.46
	HIST-112	<5	<5	0	9	0	0	<5	0	0	<5	0	0	0	8	29	14	21	48.28	72.41
	HIST-140	0	9	0	7	0	0	<5	0	0	<5	0	0	0	<5	29	16	26	55.17	89.66
	HIST-141	<5	<5	0	<5	0	0	6	0	0	<5	0	0	0	11	33	14	22	42.42	66.67
	HIST-183	6	<5	0	<5	0	0	0	0	0	0	0	0	0	<5	17	12	12	70.59	70.59
2017-18	HIST-101	173	257	0	114	0	0	39	0	0	41	0	0	0	154	778	544	624	69.92	80.21
	HIST-102	91	102	0	66	0	0	28	<5	0	45	0	0	0	90	423	259	333	61.23	78.72
	HIST-110	9	0	0	0	0	0	<5	0	0	0	0	0	0	<5	16	9	11	56.25	68.75

	HIST-111	10	<5	0	<5	<5	0	0	0	0	<5	0	0	0	11	27	15	16	55.56	59.26
	HIST-112	<5	<5	0	<5	0	0	<5	0	0	<5	0	0	0	<5	13	<5	8	38.46	61.54
	HIST-140	<5	10	0	6	0	0	6	0	0	<5	0	0	0	7	34	17	27	50	79.41
	HIST-141	<5	<5	0	<5	0	0	<5	0	0	<5	0	0	0	13	29	13	16	44.83	55.17
2018-19	HIST-101	114	167	0	131	0	0	44	0	0	24	<5	<5	<5	146	636	412	490	64.78	77.04
	HIST-101H	9	7	0	<5	0	0	0	0	0	0	0	0	0	6	26	20	20	76.92	76.92
	HIST-102	114	93	0	68	0	0	25	<5	0	49	13	0	0	73	436	275	363	63.07	83.26
	HIST-110	14	<5	0	<5	0	0	0	0	0	0	0	0	0	0	18	18	18	100	100
	HIST-111	24	11	0	9	0	0	9	0	0	12	0	<5	0	0	66	44	66	66.67	100
	HIST-112	10	<5	0	6	0	0	<5	0	0	6	0	0	0	12	40	21	28	52.5	70
	HIST-140	0	<5	0	<5	0	0	<5	0	0	<5	0	0	0	<5	16	7	13	43.75	81.25
	HIST-141	<5	<5	0	<5	0	0	0	0	0	<5	0	0	0	<5	16	7	11	43.75	68.75

- c) Success rates (Discuss your program’s rates, demographic success characteristics and set a success standard for your program.)

The program success standard rates remained below 66%. The data using demographic characteristics show that Asian students had the higher success rates at 92.12%. The next group with higher success rates is White at 88%. Black students have 58% success rate while Latinx have 65%. Students with two or more ethnicities have 41.18% success rates. There isn’t enough data for the remainder of the groups since enrollment was less than 5. There is enough data showing that most Black and Latinx students come from marginalized neighborhoods with many challenges that get in the way of their studies. The top challenges include issues with transportation, personal responsibilities, house and food insecurity along with access to other valuable resources. The History Department consistently connects students with resources on campus such as pantry services, the health center, and the special resource center. Faculty works diligently to remind students of the services on campus to help decrease barriers for them.

There isn’t much difference in success by gender. Female students have 65% success rates and males 62.44%. Success rates by age show that 17-year-old students have the higher success rates at 91%. Dual enrollment students have additional support systems in their high schools, and from the college. The next group with passing success rates is 22-year-old students at 70%. Next, age group 40-49 show 75% success rates. The remainder of the age groups have success rates below 70% with 21- and 23-year-old students showing success rates below 50%. There is a need to conduct research to investigate the lower success rates for students of these ages. It was mentioned before that there are systemic inequalities for Black and Latinx students. It is possible that these age groups have increased challenges that prevent them from completing the courses successfully.

Program Success Standard*	64.81%
5-year Program Success Average	65.51%

*Calculated as the average between the 5-year average and the lowest yearly rate in the 5-year period.

Year	Total Grades	Success Rate
2014-15	1672	64.95%
2015-16	1620	67.28%
2016-17	1347	65.92%
2017-18	1320	65.30%
2018-19	1254	64.11%

HIST Success Rates by Demographics

Ethnicity	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	Fall 17	Spring 18	Fall 18	Spring 19
Asian	86.96%	78.57%	88.89%	76.47%	85.00%	90.48%	80.95%	73.33%	85.71%	94.12%
Black	55.24%	55.98%	58.27%	59.48%	60.48%	54.82%	53.72%	53.71%	64.33%	57.63%

Latinx	71.13%	69.07%	72.80%	70.47%	68.13%	68.70%	70.20%	69.58%	63.79%	64.75%
American Indian / Alaskan Native	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5
Pacific Islander	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5
Two or More	56.00%	56.52%	64.71%	61.90%	72.22%	71.43%	63.33%	38.46%	53.85%	41.18%
White	84.21%	72.73%	88.24%	66.67%	73.33%	80.00%	61.54%	85.71%	71.43%	87.50%
Unknown or Decline	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5
GENDER										
	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	Fall 17	Spring 18	Fall 18	Spring 19
F	66.28%	66.73%	68.90%	66.52%	68.61%	65.93%	67.16%	65.95%	67.21%	64.99%
M	63.66%	61.17%	67.06%	66.16%	63.73%	64.29%	63.57%	63.35%	59.57%	62.44%
X	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5
Age/Age Group										
	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	Fall 17	Spring 18	Fall 18	Spring 19
<17	<5	85.71%	<5	<5	<5	<5	<5	<5	79.17%	<5
17	80.00%	87.50%	80.00%	<5	70.59%	<5	<5	<5	58.14%	90.91%
18	68.04%	60.76%	68.22%	70.24%	73.49%	72.15%	58.23%	76.54%	67.12%	64.86%
19	71.79%	68.66%	69.53%	71.76%	64.41%	67.89%	66.91%	65.14%	56.19%	64.42%
20	67.24%	68.03%	70.27%	70.19%	60.82%	65.96%	67.78%	60.20%	49.41%	64.29%
21	64.52%	64.63%	75.00%	62.82%	55.38%	63.79%	58.11%	64.41%	67.24%	47.83%
22	60.26%	57.14%	63.38%	59.38%	58.33%	63.83%	66.67%	71.43%	68.29%	70.00%
23	55.77%	59.52%	70.45%	66.67%	67.44%	50.00%	58.14%	66.67%	66.67%	42.86%
24	62.75%	63.89%	45.24%	62.07%	69.23%	72.00%	76.32%	70.37%	80.00%	61.90%
25-29	56.19%	60.19%	66.67%	66.15%	73.39%	62.77%	67.03%	56.52%	71.72%	67.42%
30-39	63.29%	70.24%	68.57%	60.00%	73.33%	57.14%	70.37%	54.69%	64.94%	64.10%
40-49	77.78%	55.17%	68.57%	59.26%	65.00%	68.42%	73.33%	69.57%	68.42%	75.00%
50-64	81.25%	73.68%	76.92%	77.78%	75.00%	76.19%	63.64%	73.33%	50.00%	60.00%
65+	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5

d) Retention rates

The retention rates for the History Department are between 78% and 80%. Many students must take history course as part of the transfer requirements. There is a constant interest among faculty members to outreach to students to ensure effective rapport that could give opportunity to help students meet student learning outcomes. In addition, identify barriers that can impede students from passing courses successfully. Faculty constantly initiate early alerts to involve staff on

campus in reaching out to students to help with resources when their performance declines. Faculty will continue to work with students and staff on campus to maintain high retention rates.

Year	Total Grades	Retention Rate
2014-15	1672	79.13%
2015-16	1620	79.57%
2016-17	1347	80.03%
2017-18	1320	78.41%
2018-19	1254	80.46%

- e) A comparison of success and retention rates in face-to-face classes with distance education classes

There is more demand for distance education courses. There are also higher retention rates for distance education courses than face-to-face. This could be because students can complete work at a time that works for them, and the courses are very structured with weekly assignments showing due dates daily and weekly. In addition, faculty maintain excellent effective contact with students reminding them when work is due. Some of the main challenges with face-to-face courses is attendance, and completion of work. Even though faculty is in constant contact with students, homework assignments are not structured weekly as they are in asynchronous courses. Many students end up dropping the course as they become discouraged when they do not complete homework assignments. Perhaps some of the approaches to address that issue can be to assign more in-class work and giving students opportunities to do drafts of their term papers in class. That can increase performance and completion of assignments. These approaches can also increase retention rates since students will gain confidence in completing work and finishing the course instead of dropping.

- f) Enrollment statistics with section and seat counts and fill rates

The fill rate has been over 70%. Most years show fill rate between 83% and 93% with fall 2018 showing 75%. There have been some sections not offered in some years such as Hist-154 and Hist-184. Enrollment statistics shows a decline, and the sections were not offered from 2017 to spring 2019. It was mentioned before that there are many efforts to increase section offering and fill rates. Faculty in the History Department will continue to work to keep fill rates as high as possible.

Term	Fill Rate
Fall 2014	88.51%
Fall 2015	84.69%
Fall 2016	83.45%
Fall 2017	93.20%

Fall 2018	74.63%
Spring 2015	86.63%
Spring 2016	87.67%
Spring 2017	75.70%
Spring 2018	75.36%
Spring 2019	67.60%

g) Scheduling of courses (day vs. night, days offered, and sequence)

There is more demand for day classes. Fall 2014 shows 66% enrollment while the night shows 14.40%. Spring 2015 shows 68% enrollment and the night shows 7.27%. Fall 2015 has 67% enrollment for day, and 11.70% for the night. There is a decrease in enrollment in spring 2016 when enrollment fell to 64% for the day, and 8.47% for the night. There is an increase to 69.47% for day courses, and 11.41% for the night in fall 2016. Spring 2017 had a decrease for both day and night where day remained at 61.46% and night courses stayed at 9.29%. There was not much difference in enrollment for day and night courses the remainder of the years. Years fall 2017 to spring 2019 show enrollment between 63% to 64.33% for the day. Night enrolment for those years were between 5% to 13.16%. It is important to mention that while day-time courses throughout the years remained between 61.46% to 69.47%, night courses had decreases from 14.40% in fall 2014 to 5% in spring 2019. This shows that demand for night courses is decreasing. There are more distance education courses available for students that it could explain some of the decrease in demand for night courses.

HIST Enrollment by Time of Day

Term	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	Fall 17	Spring 18	Fall 18	Spring 19
Day	65.97%	67.69%	66.95%	63.84%	69.47%	61.46%	63.52%	62.96%	64.33%	63.65%
Night	14.40%	7.27%	11.70%	8.47%	11.41%	9.29%	13.16%	8.05%	7.16%	4.98%
Unknown	19.63%	25.03%	21.35%	27.69%	19.12%	29.26%	23.32%	28.99%	28.51%	31.37%

h) Improvement rates (if applicable)

It was mentioned before that faculty is working to increase enrollment. Some of the strategies include offering all the courses active in curriculum. In addition, evaluating assignments given to students to allow more in-class work instead of homework assignments. Students can feel confident to remain in the courses if they can have some guidance doing assignments in class. That will include term papers. In addition, increasing advertisement in classes about resources available on campus to minimize barriers students encounter as they take history courses.

i) Additional data compiled by faculty

There isn't additional data compiled by faculty for years 2014-2019.

NO RECOMMENDATIONS

3. Curriculum

Review and discuss the curriculum work done in the program during the past four years, including the following:

- a. Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.

COMPTON				Scheduled
COURSE	COURSE #	Course Title	CTE	Review
HIST	101	United States History to 1877	N	Spring 2020
HIST	101H	Honors United States History to 1877	N	Fall 2021
HIST	102	United States History from 1877 to the Present	N	Spring 2020
HIST	102H	Honors United States History from 1877 to the Present	N	Fall 2021
HIST	105	Women and American History from the Colonial Era to 1877	N	Fall 2021
HIST	106	Women and American History from 1877 to the Present	N	Fall 2021
HIST	108	United States History: The American Indian Experience	N	Fall 2021
HIST	110	The African American in the United States to 1877	N	Fall 2021
HIST	111	The African American in the United States from 1877 to the Present	N	Fall 2021
HIST	112	History of the Chicano in the United States	N	Fall 2021
HIST	114	History of the Asian American in the United States	N	Fall 2021
HIST	122	United States Social History: Cultural Pluralism in America	N	Fall 2021
HIST	122H	Honors United States Social History: Cultural Pluralism in America	N	Fall 2021
HIST	128	History of California	N	Fall 2021
HIST	129	History of Los Angeles	N	Fall 2020
HIST	140	History of Early Civilizations	N	Spring 2021
HIST	141	History of Modern Civilizations	N	Spring 2021
HIST	145	History of World Religions	N	Spring 2021
HIST	152	History of Latin America Through Independence	N	Spring 2021
HIST	154	A History of Mexico	N	Spring 2021

HIST	175	History of Asian Civilizations to 1600	N	Spring 2021
HIST	176	History of Asian Civilizations from 1600 to the Present	N	Spring 2021
HIST	183	Introduction to African History, Prehistory to 1885	N	Fall 2021
HIST	184	Introduction to African History, 1885 to the Present	N	Fall 2021

b. Explain any course additions to current course offerings.

No new course offerings have been added.

c. Explain any course deletions and inactivation from current course offerings.

No course offerings were deleted.

d. Describe the courses and number of sections offered in distance education. (Distance education includes hybrid courses.)

- a. During the Fall 2019 semester, the History department offered 5 Distance education courses. All five courses were offered asynchronously.
 - a. History 101 – 2 sections
 - b. History 102 – 3 sections
- b. During the Spring 2020 semester, the History department offered 4 Distance education courses. All four courses were offered asynchronously.
 - a. History 101 – 2 sections
 - b. History 102 – 2 sections
- c. During the Fall 2020 semester, the History department offered 5 Distance education courses. All five courses were offered asynchronously
 - a. History 101 – 2 sections
 - b. History 102 – 2 sections
 - c. History 141 – 1 section
- d. We are unable to gather information beyond Fall 2019.

e. Discuss how well the courses, degrees, or certificates are meeting students’ transfer or career training needs:

Currently, the History AD-T requires that students complete a minimum of 18 units of History courses. Core requirements are offered regularly. History courses are also part of the General Education, Cal State General Education Requirements, and IGETC Certificate of Achievement. History 101, History 102, History 140, and History 141 are offered regularly to ensure students receive a wide berth of course selections to fulfill the graduation and transfer requirements.

1. Have all courses that are required for your program’s degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?

Not all courses have been offered in a cycle. The department has not established a course offering cycle.

2. Are there any concerns regarding program courses and their articulation?

At the moment, there are no concerns about the program courses and their articulation. Course reviews will be completed soon and will update any outdated material as well as update the Distance Education Addendum recently introduced.

3. How many students earn degrees and/or certificates in your program? Do students take licensure exams? If so, what is the pass rate? If few students receive degrees or certificates or if few students pass the licensure exam, should the program's criteria or courses be re-examined? Set an attainable, measurable goal for future degrees, certificates, and/or licensure pass rates.

Year	Degrees Awarded
2017 - 2018	1
2018 - 2019	4

f. List any related recommendations

Some of the courses are still active but have not been offered all the years of this program review covers at Compton College. The courses include Hist-105, Hist-106, Hist-108, Hist-114, Hist-122, Hist-128, Hist-128, Hist-129, Hist-145, Hist-152, Hist-175, and Hist-176. The reason is because Compton was operating under El Camino College and most students will take the courses at El Camino College. Now that Compton College is operating independently, there is opportunity to get the courses go through review to offer them. The recommendations include having the courses reviewed in Curriquet. Next, faculty should discuss which of the courses mentioned above should be kept active and which ones should be inactivated. In addition, making sure that the courses that will be kept active are updated in the SLO-PLO grid. The SLOs and PLOs must be effectively aligned and submitted for publication.

During the academic years of 2019 and 2020, faculty have been actively making modifications and revisions to the history curriculum. This was a necessary task as Compton College became an institution independent of El Camino. All references to El Camino, were/are in the process of being removed. There was also the need to complete DE addendums for almost each of the courses offered in history along with updating textbooks. The emphasis has been on making sure that courses are offered that will enable students to pursue the ATD (Associates Transfer Degree in History). In recent years, discussion of eliminating the AA degree in History would be best for students as job and professional prospects with simply and AA are non-existent. Since 2017 history, along with the rest of the campus has been working on developing Program Maps, which is a system that will provide a pathway toward a timely completion of the ATD in history. This is an approach that will enable students to clearly select courses that fulfill not only their degree requirements but also professional interests. Program mappers as they are called are currently being refined by faculty and the Guided Pathways counselor for Social Sciences.

To address the low number of degrees awarded in History, the department will be working on developing a consistent course offering cycle to ensure that all classes are being offered. This will require that the department works with the Area Dean and Department Chair to solidify a

consistent schedule of course offerings and an equal balance of courses across the Fall, Winter, Spring, and Summer sessions.

4. Assessment and Student and Program Learning Outcomes (SLOs & PLOs)

BEHAVIORAL AND SOCIAL SCIENCES Institutional (ILO), Program (PLO), and Course (SLO) Alignment				
Program: History		Number of Courses: 28	Date Updated: 10.30.2014	Submitted by: Eduardo Muñoz, ext. 3740
ILOs	1. Critical Thinking <i>Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.</i>	2. Communication <i>Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.</i>	3. Community and Personal Development <i>Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their enaaement in campus programs and services.</i>	4. Information Literacy <i>Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.</i>
SLO-PLO-ILO ALIGNMENT NOTES: Mark boxes with an 'X' if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (and possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course. DO NOT mark with an 'X' if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO/PLO is minimally or not at all part of the course/program.				
PLOs	PLO to ILO Alignment (Mark with an X)			
	1	2	3	4
PLO #1 Major Themes Upon completion of their course of study in the History Department, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns and applies appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X			X

SLOs	SLO to PLO Alignment (Mark with an X)	COURSE to ILO Alignment (Mark with an X)			
	P1	1	2	3	4
ASTU 7 History of American Popular Culture: SLO #1 Original Arguments In a written assignment, oral presentation or creative work, students will apply interdisciplinary methodologies to develop an original arguments about American popular culture, and students will use those methods to prove the validity of their interpretation.	X	X			X
ESTU 1 Introduction to Ethnic Studies: SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of Introduction to Ethnic Studies, students will be able to develop and persuasively argue a thesis in a written assignment that applies interdisciplinary theoretical frameworks to analyze socioeconomic and political factors that confront ethnic minorities as they interact in American society.	X	X			X
ESTU 3 The Chicano in Contemporary United States Society: SLO #1 Concepts of Race and Ethnicity Upon completion of Ethnic Studies 3, students will be able to develop and persuasively argue a thesis in a written assignment that applies interdisciplinary theoretical frameworks to analyze the socioeconomic and political factors that confront Chicanos(as) as they interact in American society.	X	X			X
HIST 101 U.S. History to 1877: SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of United States History to 1877, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in United States history to 1877 and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	X			X
HIST 102 U.S. History from 1877 to the Present: SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of United States History 1877 to the present, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in United States history from 1877 to the present and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	X			X
HIST 105 Women and American History from the Colonial Era to 1877: SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of Women and American History from the Colonial Era to 1877, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in American women's history to 1877 and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	X			X

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>	COURSE to ILO Alignment <i>(Mark with an X)</i>			
	P1	1	2	3	4
HIST 106 Women and American History from 1877 to the Present: SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of Women and American History from 1877 to the Present, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in American women's history from 1877 to the present and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	X			X
HIST 108 U.S. History: The American Indian Experience: SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of United States History: The American Indian Experience, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in American Indians history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	X			X
HIST 110 The African American in the United States to 1877: SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of The African American in the United States to 1877, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in African Americans in history to 1877 and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	X			X
HIST 111 The African American in the United States from 1877 to the Present: SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of The African American in the United States from 1877 to the Present, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in African Americans in history from 1877 to the present and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	X			X
HIST 112 History of the Chicano in the United States: SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of History of the Chicano in the United States, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in Chicano history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	X			X
HIST 114 History of the Asian American in the United States: SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of History of the Asian American in the United States, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in Asian American history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	X			X

SLOs	SLO to PLO Alignment (Mark with an X)	COURSE to ILO Alignment (Mark with an X)			
	P1	1	2	3	4
HIST 122 United States Social History: Cultural Pluralism in America: SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of United States Social History: Cultural Pluralism in America, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in the history of ethnic and racial minorities in the United States and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	X			X
HIST 128 History of California: SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of History of California, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in California history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	X			X
HIST 129 History of Los Angeles: SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of History of Los Angeles, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in Los Angeles history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	X			X
HIST 140 History of Early Civilizations: SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of History of Early Civilizations, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in the history of Early Civilizations and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	X			X
HIST 141 History of Modern Civilizations: SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of History of Modern Civilizations, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in the history of Modern Civilizations and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	X			X
HIST 143 Twentieth Century World History: SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of Twentieth Century World History, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in twentieth century world history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	X			X

SLOs	SLO to PLO Alignment (Mark with an X)	COURSE to ILO Alignment (Mark with an X)			
	P1	1	2	3	4
HIST 145 History of World Religions: SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of History of World Religions, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in the history of world religions and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	X			X
HIST 152 History of Latin America Through Independence: SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of History of Latin America through Independence, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in the history of Latin America through independence and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	X			X
HIST 154 A History of Mexico: SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of History of Mexico, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in Mexican history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	X			X
HIST 162 History of Early Britain: SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of History of Early Britain, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in early British history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	X			X
HIST 163 History of Modern Britain: SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of History of Modern Britain, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in modern British history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	X			X
HIST 175 History of Asian Civilizations to 1600: SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of History of Asian Civilizations to 1600, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in Asian history to 1600 and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	X			X

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>	COURSE to ILO Alignment <i>(Mark with an X)</i>			
	P1	1	2	3	4
HIST 176 History of Asian Civilizations from 1600 to the Present: SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of History of Asian Civilizations from 1600 to the present, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in Asian history from 1600 to the present and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	X			X
HIST 178 History of China: SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of History of China, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in Chinese history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	X			X
HIST 183 Introduction to African History, Prehistory to 1885: SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of Introduction to African History, Prehistory to 1885, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in African history to 1885 and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	X			X
HIST 184 Introduction to African History, 1885 to the Present: SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of Introduction to African History, 1855 to the Present, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in African history since 1855 and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.	X	X			X

a) Provide a timeline for course and program level SLO assessments.

SLO Timeline Worksheet
(2017 - 2020)

Division: Division 2 **Program: History** **Program Review Year: _____**

Directions: Use this worksheet to enter the existing assessment timelines for 2016 and distribute assessments for each SLO/PLO statement over the next four-year timeline (2017-2020). Type an X in the cells below to indicate the semester in which the SLOs/PLOs are being assessed. This worksheet should be emailed to the division facilitator by _____. Facilitators are responsible for making sure the information is complete and e-mailing an electronic copy of this Timeline Worksheet document (in Word or PDF format) to ipena@elcamino.edu by _____. Once received by the SLO Administrative Assistant, this information will be input into TracDat.

Course and SLO #	Note if offered only in FA/SU/SP	SP	SU	FA	SP	SU	FA	SP	SU	FA	SP	SU	FA	SP	SU	FA
		2016	2016	2016	2017	2017	2017	2018	2018	2018	2019	2019	2019	2019	2020	2020
PLO #1							X									
PLO #2																
PLO #3																
HIST 101 - SLO #1							X			X				X		
HIST 102 - SLO #1								X			X			X		
HIST 110 - SLO #1							X				X					X
HIST 111 - SLO #1								X					X			X

b) State the percent of course and program SLO statements that have been assessed.

Unfortunately, due to issues with Nuventive, all SLO and PLO assessment data has been lost. The question cannot be answered.

- c) Summarize the SLO and PLO assessment results over the past four years and describe how those results led to improved student learning. Analyze and describe those changes. Provide specific examples.

Unfortunately, due to issues with Nuventive, all SLO and PLO assessment data has been lost. The question cannot be answered.

- d) Describe how you have improved your SLO process and engaged in dialogue about assessment results.

Unfortunately, due to issues with Nuventive, all SLO and PLO assessment data has been lost. The question cannot be answered.

NO RECOMMENDATIONS.

5. Analysis of Student Feedback

Faculty requested survey data from the Office of Institutional Effectiveness. It is not clear if the information was collected by El Camino College during those years. The only data that was available and was received by the History Department covered Spring 2020. Faculty in the department understands the importance of having student feedback on student support, curriculum, facilities, equipment, and technology. The discussion of the data will only cover 2020, as it was the only available data for the History Department. The data can be found in Appendix A of this report.

The Spring 2020 Student Survey Report highlights a high rate of satisfaction with students as it relates to meeting their general education and transfer goals. Based on the statement Strongly Agree or Agree, satisfaction overall hovers around %95 to 100% with the majority, over 64 percent in most cases Strongly Agreeing. While only 10% of the students who enroll in history classed are actual history majors, the courses remain highly relevant for all disciplines on campus. Non-history majors make up %90. One hundred percent of students who take history courses have been able to register for the classes that they need. This reflects the majority of students who need the courses to fulfill the general education requirements for transfer. Of the two graphs indicating strongly disagree approximately 3% indicated that there lacked an appropriate range of courses offered in the program. It is hard to decipher if this was based on an interest in a particular subject we did not offer or if it was based on scheduling needs and tastes of the individual student. Nonetheless, 97% of students agreed or agreed strongly that the courses offered reflected the expected and appropriate range.

The next survey statement, results “the courses in the program have helped me meet my academic goals,” seem to validate the departments interpretation that the 3% who felt that the range of courses did not meet their needs, was based on just an individual preference and not based on a lack of the appropriate course offerings to meet the transfer and degree goals of both history majors and those seeing a general education course. One hundred percent of students were satisfied with 60% indicating that they Strongly Agreed and 40% indicating that they agreed.

As it relates to instructor performance and support, it is here that we see the highest degree of satisfaction among students. Ninety-eight percent satisfaction with 68% strongly agreeing and 30% agreeing. In terms of instructors providing opportunities to actively participate in classes, we have the highest satisfaction rates with 80% strongly agreeing and 20% agreeing. This speaks to the efforts of faculty creativity and commitment to professional development.

Despite the challenges of the pandemic in Spring of 2020, Students felt a strong sense of community within the program. Sixty-three percent of students felt they strongly agreed and 33% agreed. As it relates to SLO's (Student Learning Outcomes), 67% of students strongly agreed that they will be able to meet the expected criteria particularly as it relates to critical thinking. History has only on SLO to measure student success.

Prior to Spring 2020 over 65% of the students had completed an online history course. This is a particularly high percentage as history outperformed all other disciplines in completion and enrollment rates. 62% of students taking the survey had completed at least one history class in person prior to or spring 2020. This correlates with the survey question "What are your reasons for taking history?", the majority 54% stated for general education purposes, 23% for personal enrichment and 15 percent- for major. Five percent stated it was for an elective. The latter, personal enrichment and elective combined, comes to about 27%. This percentage is significant because it is an indication that there is an opportunity to offer more courses that may or may not fulfill the transfer degree requirement and may not have been offered in a while- however, reflect a broader interest in a variety of topics. There may be an opportunity to offer adult education non-credit classes in history as well as an opportunity to cross-list courses, for example in Ethnic and/or Women's Studies in the coming future.

Going in students have an understanding of the essential skills needed to succeed in class. Reading and comprehension figured high at 85%, note-taking at 62% and Critical Thinking at 56%. Each of these reflects the expectation of the departmental SLO. Study groups stood out at 38%. History will work more closely with the Student Learning Center and the Student Resource Center to provide more out of class collaborative peer and mentoring opportunities for support on assignments, matriculation, and overall educational goals. Students expressed a great deal of anxiety regarding tests, notes, comprehension and their ability to think critically. The current situation with the pandemic we are certain has exacerbated these anxieties. We will make sure we monitor the situation as it develops.

The recommendations are to effectively communicate with the Office of Institutional Effectiveness to ensure data is collected effectively each year. In addition, to review the data each year to make sure faculty in the department are adjusting according to student feedback.

6. **Facilities and Equipment**

- a) Describe and assess the existing program facilities and equipment.

Currently, the History department uses in-class technology and equipment to provide instruction to students. Computers and projectors in classrooms have allowed faculty to provide multi-media lectures and presentations. Compton College is currently constructing a new Instructional Building in which the History department will offer courses. The technology of those spaces will continue to allow the History department

- b) Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

Fujitsu ScanSnap SV600 - \$650.00

Since the beginning of the Pandemic, online education has become the primary method in which the department reaches students. Access to digital resources has not yet fully caught up in the History field. Articles and handouts that would be disseminated during class on paper are no longer an option. Even after the school returns to in-class teaching, the technology in the classroom and that the students use to participate in class has moved beyond paper. Modernizing the History department's handouts and primary sources would require the purchasing of a document scanner. This could allow the department to keep an online library of resources via the Office Cloud service. Scanning documents would also reduce the cost of duplication. The History department recommends purchasing a Fujitsu ScanSnap SV600. This scanner would allow faculty to scan files directly to their computers/laptops and upload them to the department's cloud server and student Canvas pages. The cost of this purchase is 650.00. This includes a background pad to ensure scans are not distorted and carrier sheet for smaller sheets of paper.

- c) Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

The History department does not have any long-term facilities and equipment recommendations.

List any related recommendations.

The History department has no further recommendations.

7. Technology and Software

- a) Describe and assess the adequacy and currency of the technology and software used by the program.

The History department relies on Microsoft Office to provide instruction via PowerPoint in the classroom. Instructure Canvas platform provides a space in which the History department can provide distance education instruction. Technologically, computers and presentation equipment provided by the school are sufficient to provide proper instruction.

- b) Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

JStor Annual Fee - \$5,500 annual fee

A vital function of history instruction is access to journal databases that can improve the quality of student critical thinking, researching, and history writing skills. While the school library provides access to WorldCat, EBSCO, Facts on File for history students, the field standard for research databases is JStor. JStor provides access to valuable historical journals that can assist students in the development of critical thinking, reading, and research skills. Access to JStor's historical (Essentials) database can be purchased for a \$5,500 annual fee. This database provides access to over 2000+ journals and primary sources that can improve the instruction methods our department can offer.

- c) Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

No recommendations for further software or technology purchases.

- d) **List any related recommendations.**

No further recommendations regarding software or technology.

8. **Staffing**

- a) Describe the program's current staffing, including faculty, administration, and classified staff.

Currently, the History department has one Full-time faculty member, Dr. Kendahl Radcliffe. The History department also has ___ part-time faculty member. The department falls under the purview of the Social Sciences Guided Pathway Division. The division is overseen by Dean Dr. Paul Flor. Dr. Kendahl Radcliffe serves as the Department Chairperson for the Social Sciences – History Department. Nicole Gordon serves as the Division's Senior Administrative Assistant. Celia Valdez serves as the Instructional Division Coordinator.

- b) Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.

Two Full-Time History hires \$170,000

Per the Compton College's Response to California Community Colleges Chancellor's Call to Action plan, the campus is dedicated to hiring up to three new full time faculty members to "assist with teaching courses associated with the new culture, diversity, and equity degree requirements. In addition, the Response... pointed to a need to "include the voices of historically underrepresented groups in course material selection." Currently, the History department offers courses that fulfill the minimum requirements of courses that represent underrepresented voices at Compton College. The addition of new faculty will not only

facilitate the instruction of diverse courses but will also facilitate the creation of courses that specifically speak to underrepresented voices. Each new hire will cost between \$60,431.00 and \$83,708.00 annually depending on experience. The total for two new hires can reach up to \$170,000 annually per the Faculty Salary Schedule effective 7/1/2019.

c) List any related recommendations.

No further recommendations.

9. Future Direction and Vision

- a) Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?

Socially and culturally, the discipline of history is under threat of censorship and revisionism particularly in the age of social media and alternative sources of information. The rise of fascist, misogynist, and racist interpretations of history on these platforms pose a serious threat to historical accuracy and truth. These new and bad faith arguments about the past often ignore the impact of settler colonialism, forced assimilation, the subjugation of women, and the institutions of slavery in the U.S., perpetuating the injustices that people of color have faced over the past 400 years.

To address this problem, the History Department at Compton College needs to develop modern and comprehensive tactics to combat the rise of bad actors who manipulate history to spread misinformation. This includes developing course curriculum that addresses misinformation, develops critical media analysis exercises, and fact checking activities. These activities, paired with long established historical methodologies, will ensure that our students complete a history course equipped with the knowledge and skills to critically analyze historical information and understand its impact on contemporary society.

- b) Explain the direction and vision of the program and how you plan to achieve it.

History faculty will continue the practice fact checking assignments and also use the research tools on evaluating sources provided by the Compton College Library to require students to evaluate the use of outside sources. We will encourage faculty teaching in History courses to incorporate these Canvas modules for assessments that require students to engage in outside research. This will include tutorials on how to evaluate online sources, the difference between peer-reviewed and self-published articles, private vs public educational resources, and how to analyze social media.

History Faculty will work with Social Sciences TST to host an on-campus Open House even each Fall. The goal of this social event is have students get to know History faculty in a non-classroom setting. One of the growing concerns throughout academia is the misinformation being spread about intellectual work in colleges/universities and the "bias" that college professors in the Humanities and Social Science have. This event will allow us as faculty to be proactive by having students get to know their faculty, their training, and also see us as an asset in their educational and career goals.

The History Department will work with the Student Success Center tutors to share our rubrics for formative and summative assessments. This will ensure that our assigned History tutor will know more directly how to support students in completing assessments that meet the grading rubric, especially for requirements that include using outside academic sources.

c) List any related recommendations.

10. Prioritized Recommendations

- a) Provide a single, prioritized list of recommendations and needs for your program/department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation (see Appendix A). Use the following chart format to organize your recommendations.

Explain why the list is prioritized in this way.

Recommendations	Cost Estimate	Strategic Initiatives
1. Two Full-Time History Instructor Hires	\$170,000	Initiative 1 and 2
2. JStor Membership	\$5,500	Initiative 1, 2, and 3
3. Scanner Purchase	\$650	Initiative 1, 2, and 3

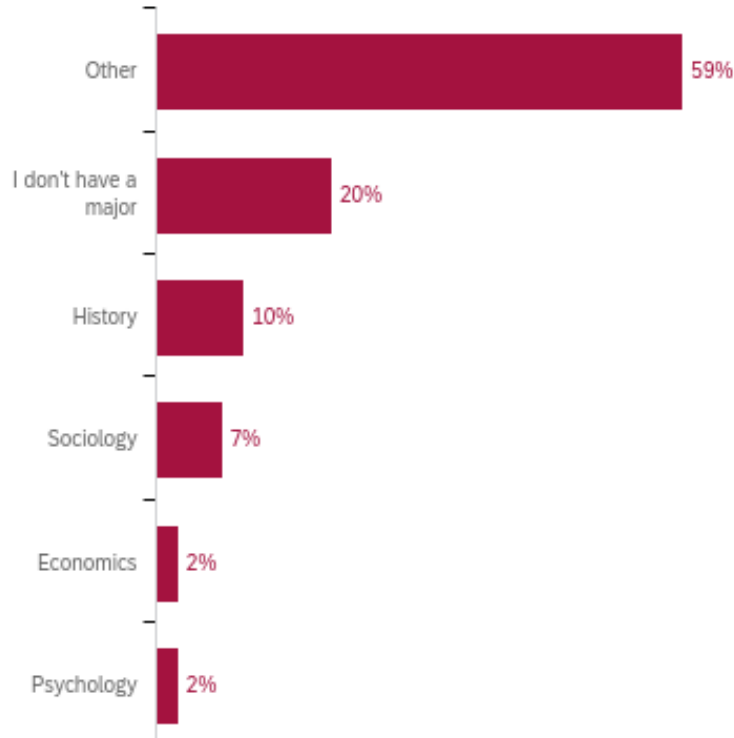
This list is prioritized in the following manner due to the urgency of the recommendations. Faculty hires are the most urgent need in the History department. Not only will this allow the History department to expand course offerings, new course creations, and to meet the needs as mentioned in the Compton College “Response to the Call to Action...” JStor Membership is a long term need of the department and the students that can be accomplished in time. The Scanner purchase is prioritized last simply because of the urgency of the other two recommendations.

NOTE: *Dissenting opinions should be included when consensus is not reached among program faculty and/or between program faculty and the division dean. A report should be added to the program review as an appendix. This report should clearly state the areas of dissension and reason for dissenting opinion.*

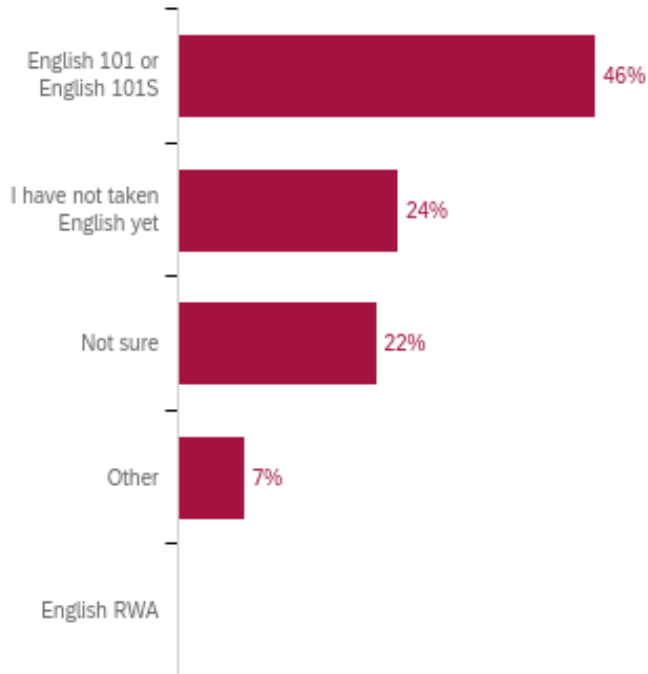
Appendix A - History Program Review Spring 2020 Survey Report

Respondents: n=41

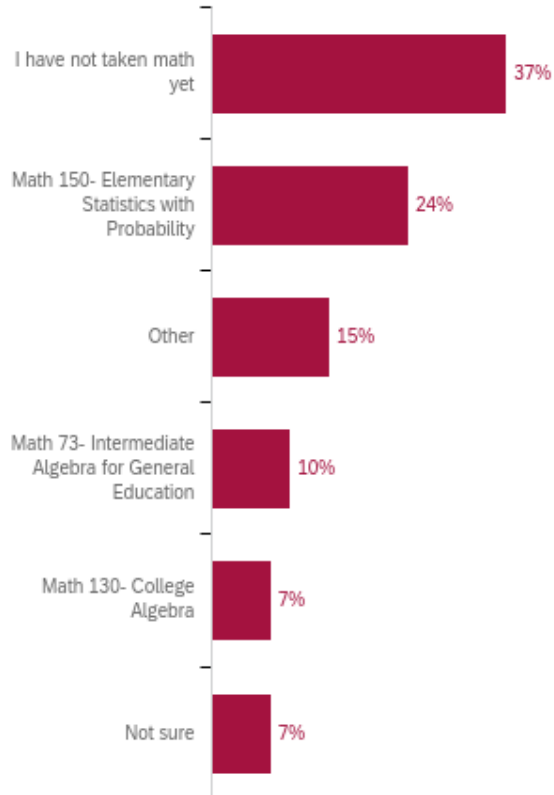
Your major is:



What is the highest level of English you have completed?



What is the highest level of math you have completed?



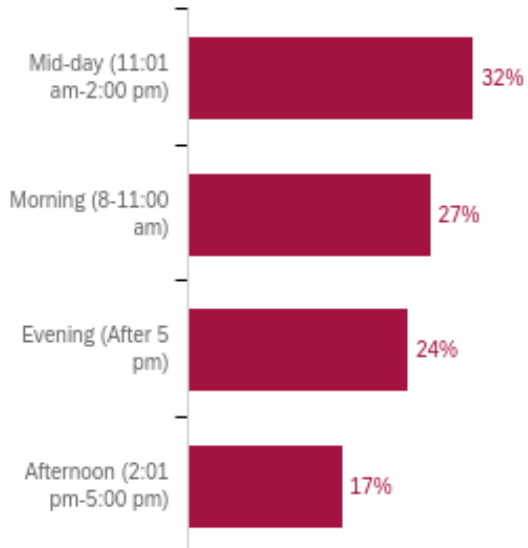
Other - Text

Math 160 - Calculus 1

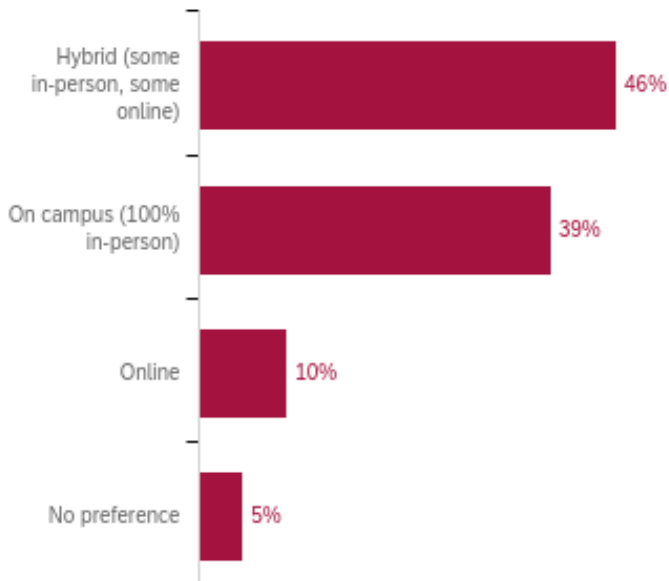
Calculus

Finite math at Humboldt state

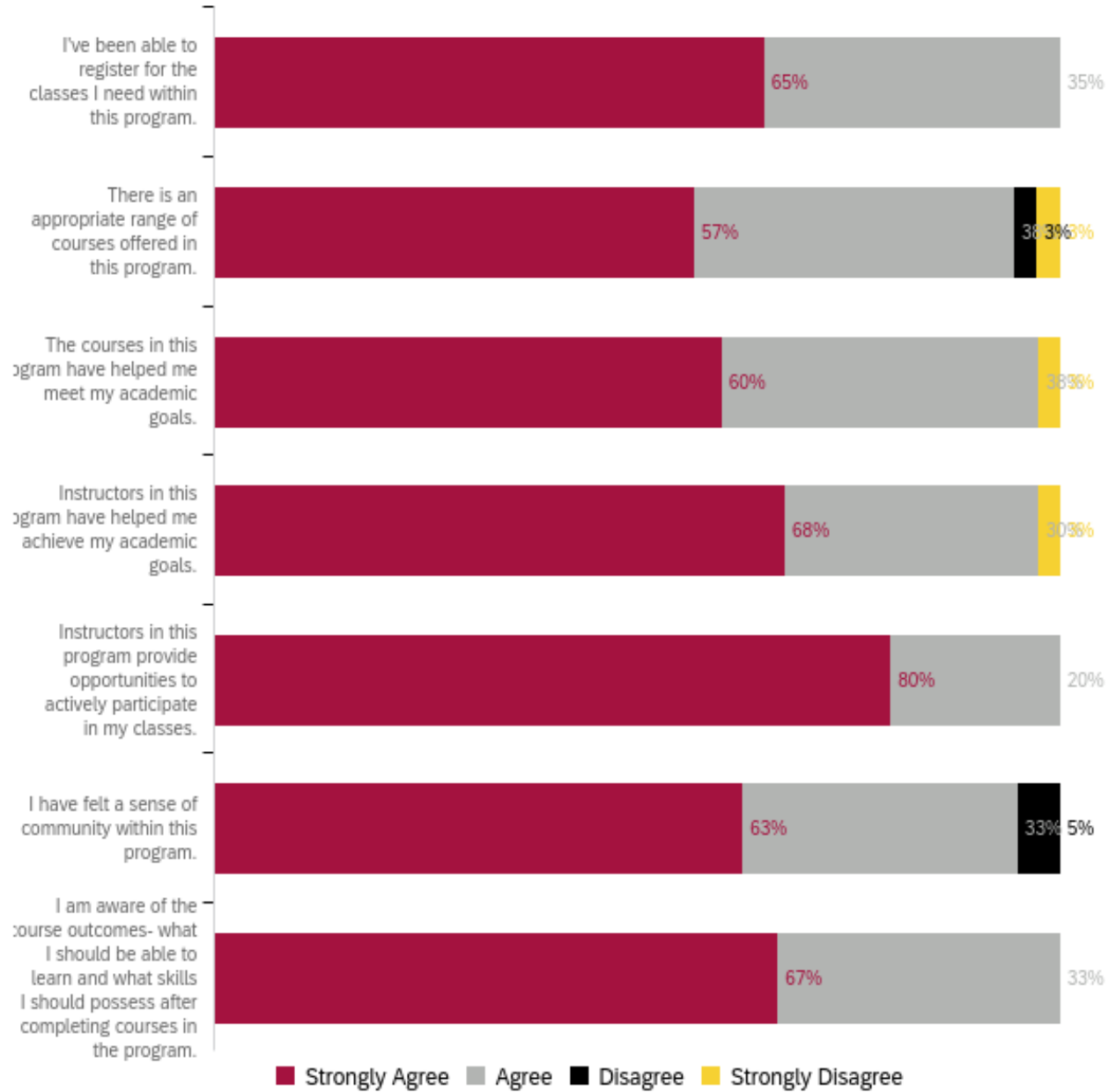
What time of the day do you prefer to take courses at Compton College?



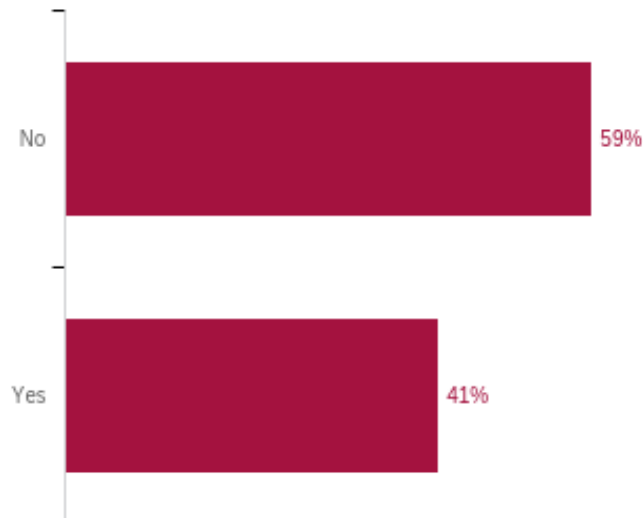
Which teaching method do you prefer?



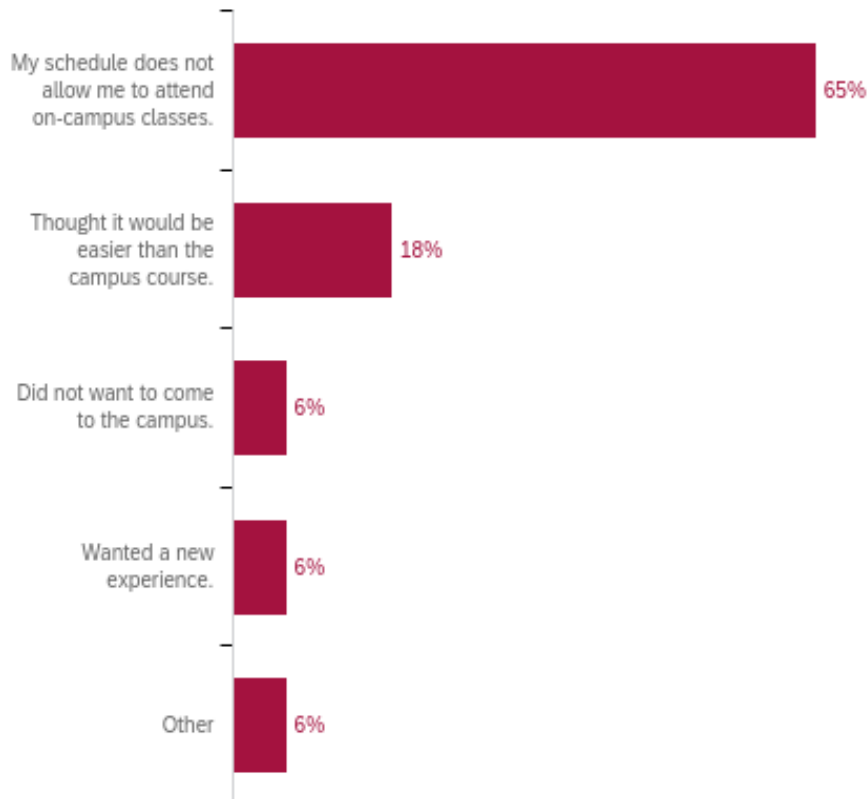
Please rate how much you agree or disagree with the following statements about the History program:



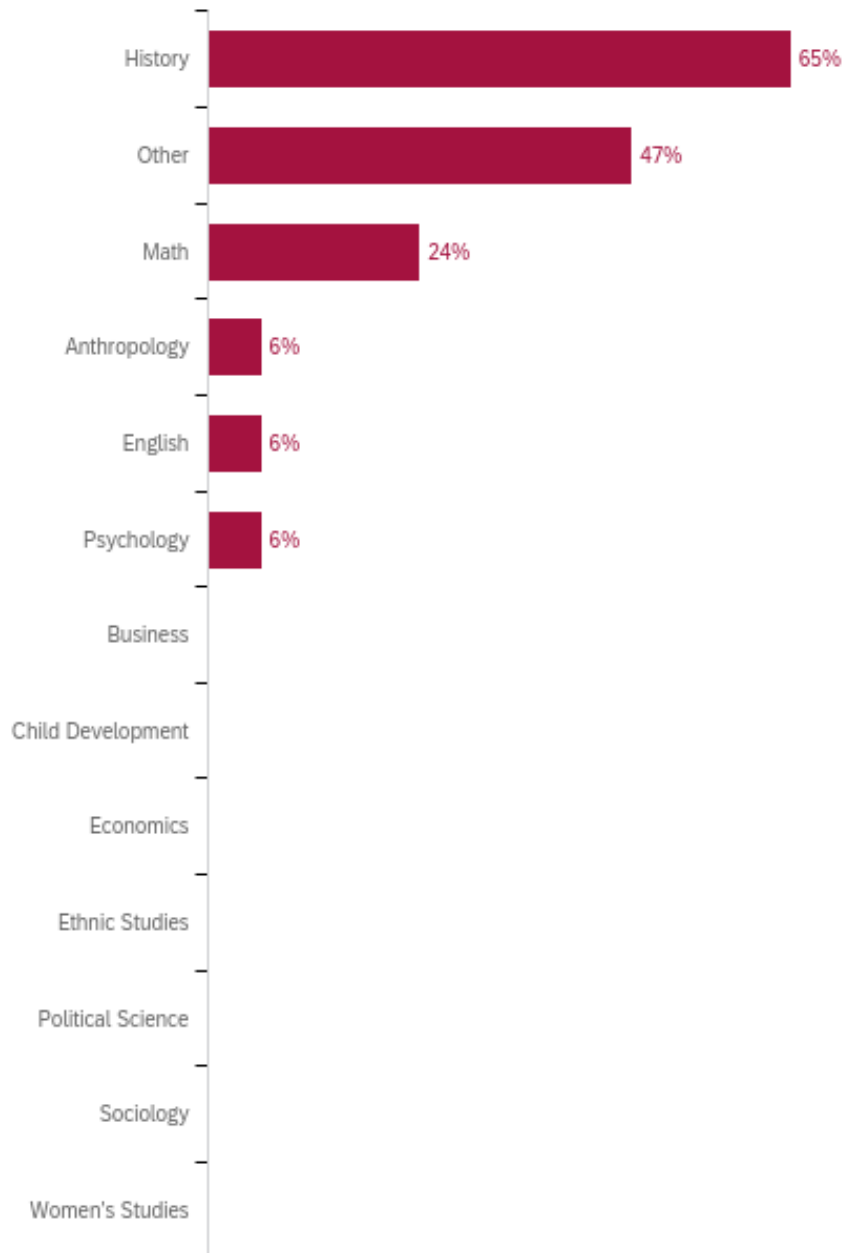
Have you enrolled in an online course before (before COVID-19)?



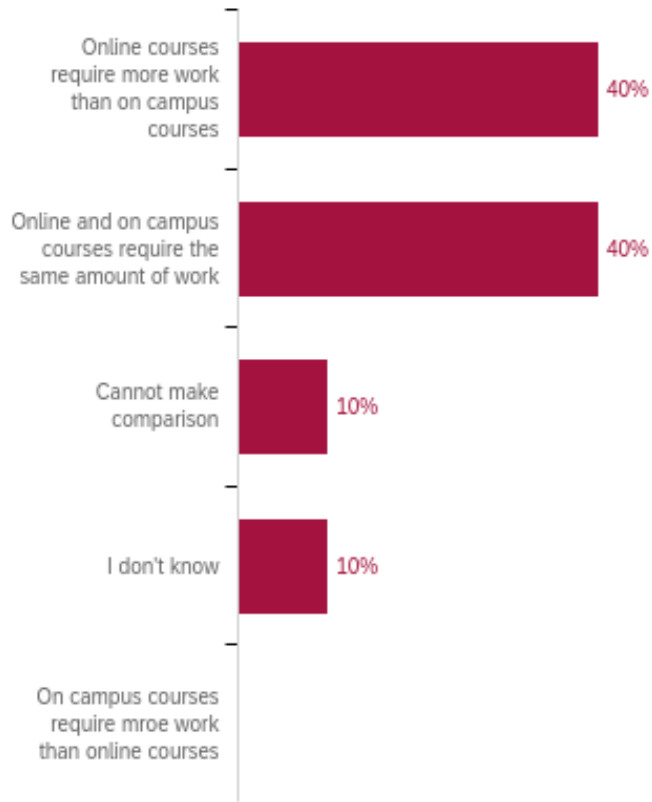
Why did you enroll in an online course?



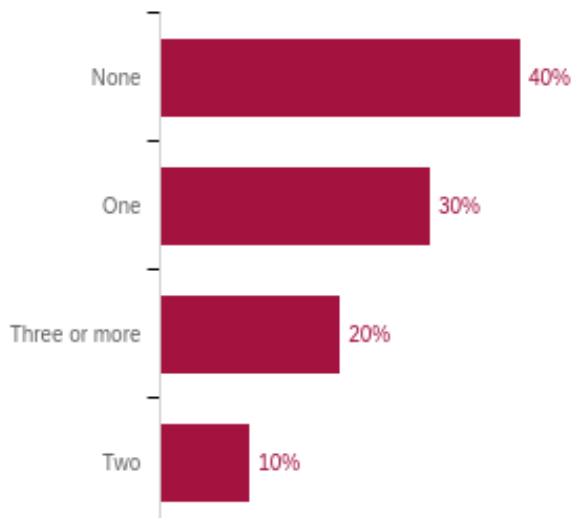
From the list below, indicate in which disciplines you are currently taking or have completed an online course (before COVID-19):



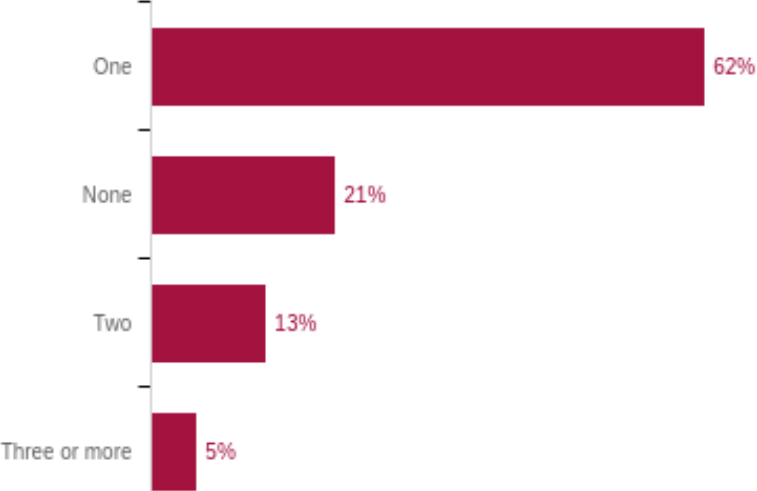
If you have completed online courses in History, compare the workload of these courses to on-campus courses in the same discipline:



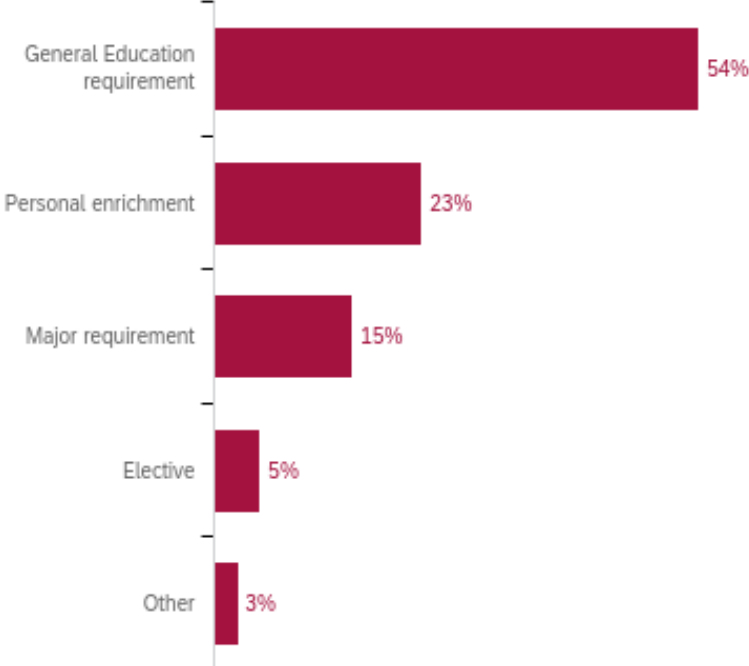
How many online courses in History have you completed (do not include courses that started in person but went online this semester because of COVID-19)?



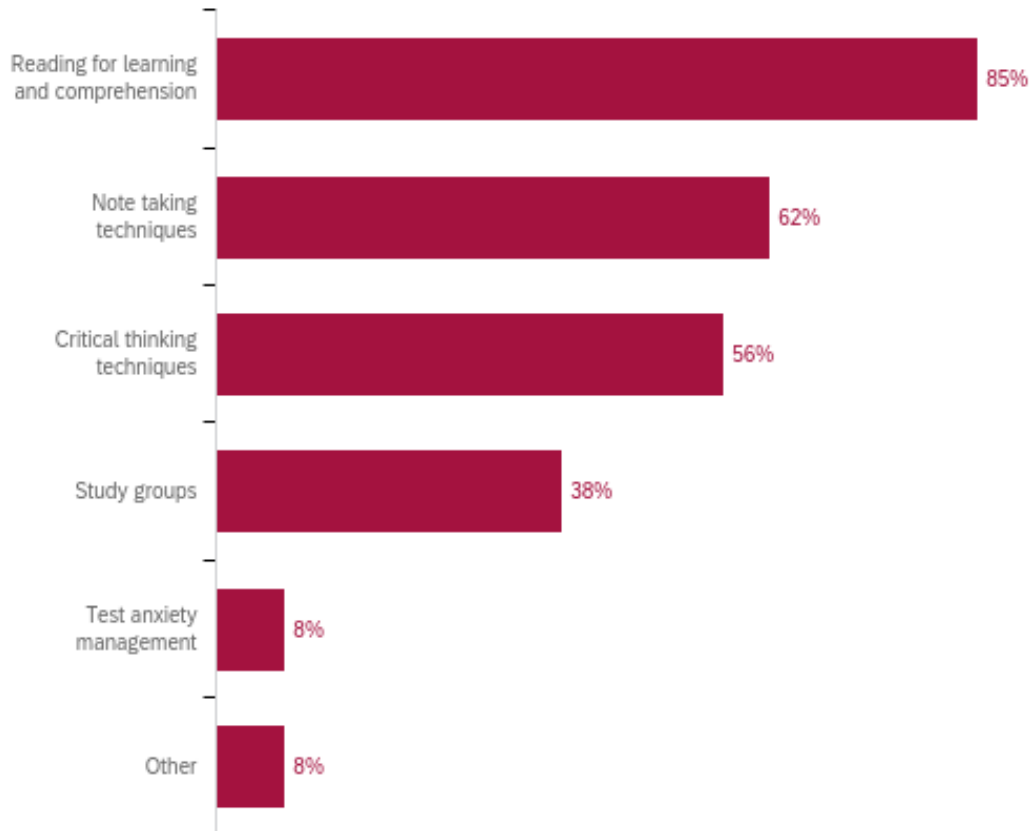
How many on campus courses in History have you completed (include courses that you started in-person this semester)?



What are your reasons for taking History?



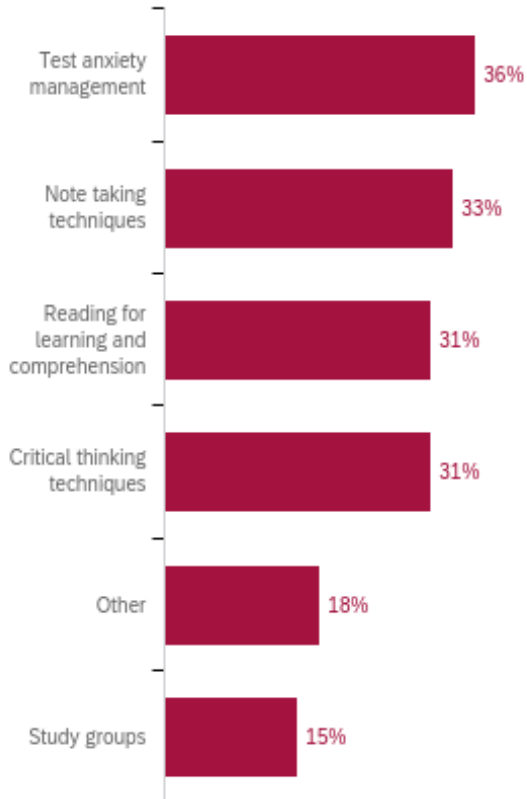
Using the assignments/examinations that were administered in History courses, what skills are essential to succeed in these classes? Check all that apply.



Other - Text

writing skills

What skills do you need more help with in History courses? Check all that apply.



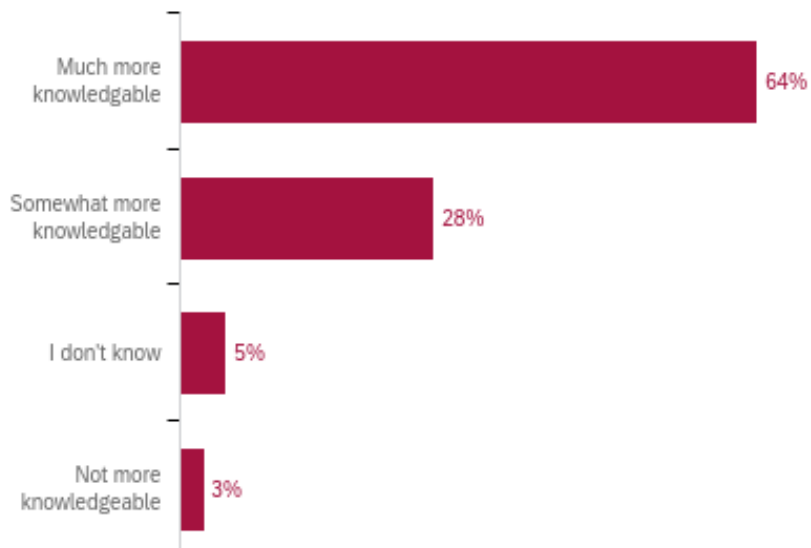
Other - Text

Learning to deal with life stressors

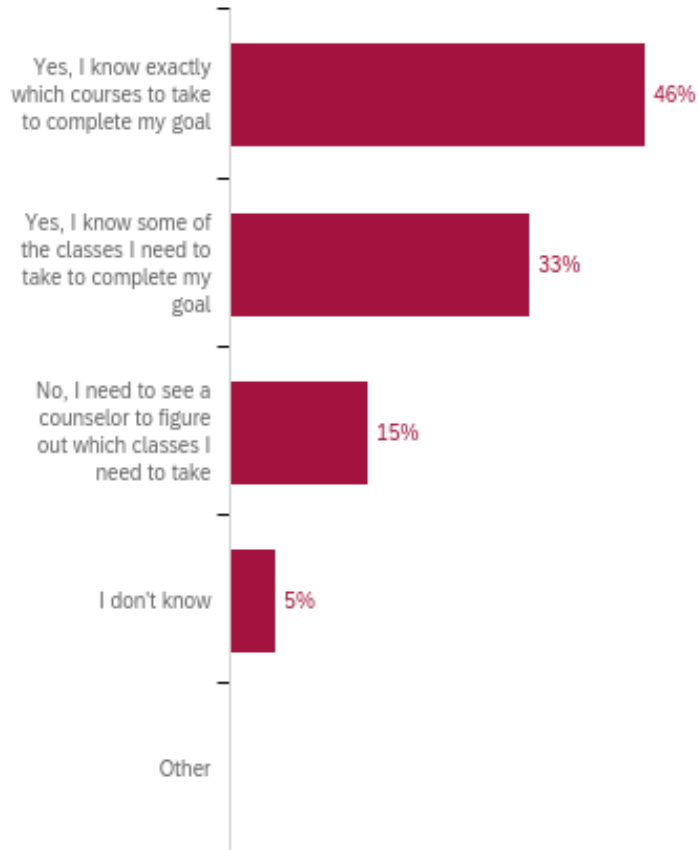
writing skills

None

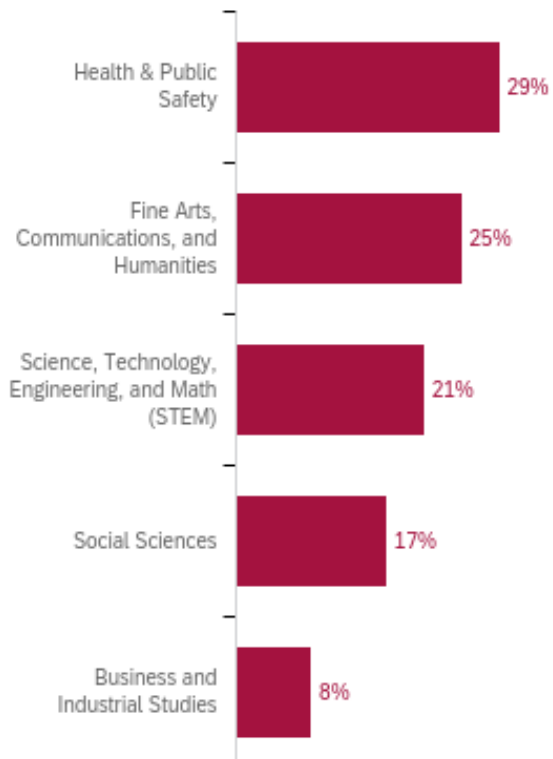
Using the History course(s) that you are currently enrolled in as your measure, how knowledgeable are you about the subject than before you took the class:



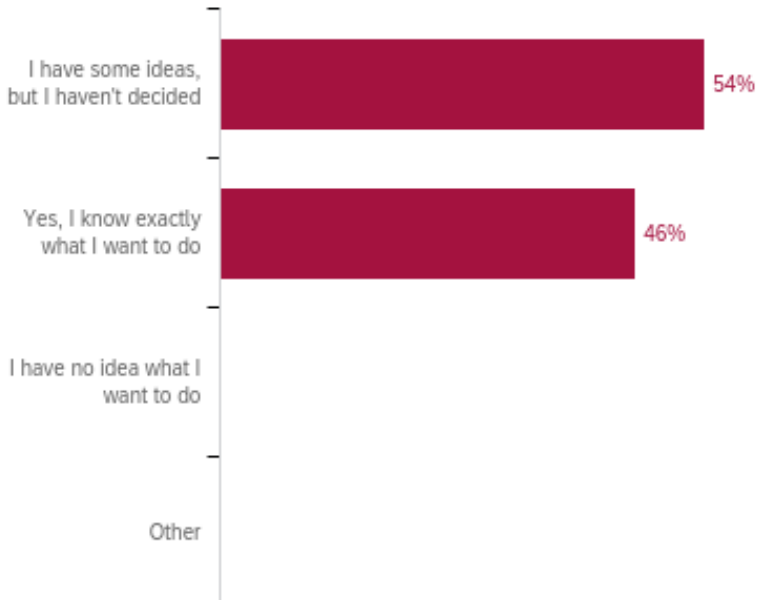
Do you know which courses you have to take to complete your goal?



Do you know what Guided Pathway Division you belong to?



Have you thought about what you want to do for your career?



Yes, I know exactly what I want to do – Text:

Social work

Electrical Engineering

teacher

Elementary school teacher

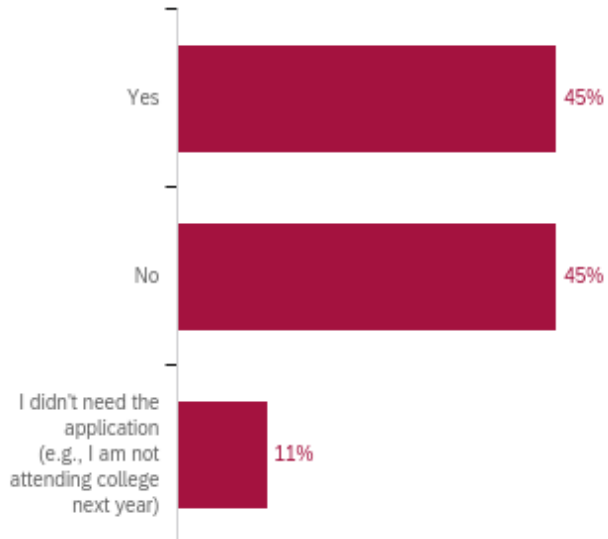
Teacher

Nursing

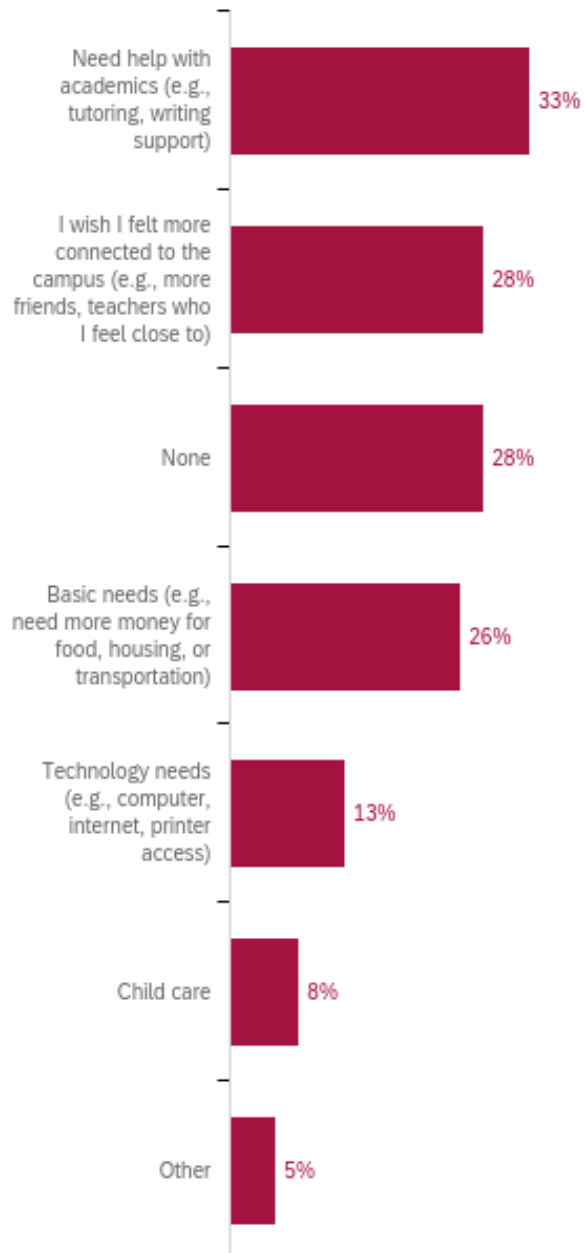
Nursing

Teacher/counselor

Did you complete the Free Application for Federal Student Aid (FAFSA) for next year (2020-2021)?



When thinking about your studies at Compton College, what challenges do you face in successfully completing your studies?



Other - Text

life stressors