

INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2022

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Instruction. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: Humanities **Program:** History

Current Academic Year: 2021-2022

Last Academic Year CPPR Completed: 2017

Current Date: February 15, 2022

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I. GENERAL PROGRAM INFORMATION

Program Mission (optional)

Brief history of the program

History of the History Program

The history program at Cuesta College began at the time of the college's founding in 1965. Frank Avila, the first chair of the social sciences division, and Cuesta Vice President, Frank Martinez, himself a former community college history instructor, hired the first history faculty, Chris Thorpe, Richard Hitchman, and Robert Evans. Each of these three history faculty served the department for over twenty-five years. During its early years the program included classes in United States History, the History of Western Civilization and the History of Latin America. As the program matured and the faculty expanded, a broader array of courses were offered including California History, the History of African-Americans, the History of Mexican Americans, the History of the Far East, and the History of American Women.

Perhaps the most innovative course offered by the history department was a team-taught, interdisciplinary Humanities course that began in 1987 and ran successfully for eight years. The course was developed by Richard Hitchman (History), Dan Canney (Literature) and Bob Pelfrey (Art History), who applied for and received a National

Endowment for the Humanities grant which provided for released time to create and fine-tune the course. One factor in the success of the course was that all three professors attended every class session. For their excellence in the Humanities course, sixteen students received “The Professors’ Award.” Their names are on two plaques in classroom 6304.

With the move to the permanent campus in the 1970s, the history department began offering classes in the forum, often accommodating over 100 students per class. The history department continues to offer many of these large lecture classes which generate lots of student contact hours and significant revenue for the campus at large. Over the years, history faculty have expressed concerns about the educational integrity of such large lecture classes, but have worked diligently nonetheless to provide the highest quality instruction in a less than ideal environment.

The history department continues to respond to a variety of challenging issues such as expanding the diversity of our faculty; increasing course offerings to satisfy the requirements of the new Associate of Arts degree in History; as well as maintaining a reasonable ratio of full-time to part-time faculty. One particularly vexing issue is the ever-expanding body of material to cover in the survey courses, particularly the US and Western Civilization surveys.

In addition to working to promote the academic success of our students, the history faculty has consistently provided leadership on many college committees, the faculty union, and the Academic Senate. Members of the history faculty have regularly attended conferences, received sabbaticals, taken graduate courses and pursued graduate degrees; they have presented papers and have published articles and books. Several history faculty have received prestigious grants and honors for teaching excellence that highlight the skill and professionalism in the department.

Two years into the Covid pandemic, history faculty continue to address the challenges posed by the virus. The first challenge—particularly for those who had not previously taught online—was to make the emergency transition to online instruction. The second, and continuing challenge, is how to safely return to face-to-face instruction for those faculty who desire to do so. Our third challenge is how to meet evolving student demand for various modes of instruction.

The most significant improvement for the History Program since the last program review was the hiring and tenuring of Dr. Zachary McKiernan. Dr. McKiernan has been responsible for updating and teaching History 233, the History of African-Americans, and History 212, the History of Mexican-Americans. Dr. McKiernan is considering reviving a course not offered for many semesters: the History of Latin America. In its day, the History of Latin America was a popular regional history course offered every year. We hope to see it available again for our students.

Current full-time faculty: Lisa DeFraga, Anthony Koeninger, Zachary McKiernan, and Mark Weber

Current part-time faculty: Benjamin Arrona, Ron Clark, Galadriel Bree Highhouse, Elena Touryan.

Describe how the Program Review was conducted and who was involved

This Program Review was conducted by Lisa DeFraga, Anthony Koeninger, Zachary McKiernan, and Mark Weber according to the requirements of Cuesta College.

II. PROGRAM SUPPORT OF DISTRICT'S [MISSION STATEMENT](#), [INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES](#), AND/OR [INSTITUTIONAL LEARNING OUTCOMES](#)

Identify how your program addresses or helps to achieve the [District's Mission Statement](#).

The Cuesta College History Program offers extensive support to achieve the District's Mission. The History Program's emphasis on critical thinking, information analysis, and persuasive writing improves the "foundational skills" articulated in the District's Mission Statement. These skills are also critical to the Mission component of "promoting cultural, intellectual, personal, and professional growth." The History Program also stresses the importance of individual knowledge and participation in world affairs, which goes hand-in-hand with the Cuesta's Mission of "preparing students to become engaged citizens in our increasingly complex communities and world."

Identify how your program addresses or helps to achieve the [District's Institutional Goals and Objectives](#), and/or operational planning initiatives.

Institutional Goal 1: Access

The History Program helps achieve Cuesta's goal of increasing student access to higher education by offering our broad array of courses in a variety of modalities and adjusting those offerings and modalities to meet evolving student demand. Also, many history faculty have opted for, or are considering adopting, open educational resource texts and course materials for our students.

Institutional Goal 2: Completion

Institutional Goal 3: Transfer

The History Program has helped achieve Cuesta’s goal of increasing the number of students who complete the Associate Degree for Transfer. In 2016 – 2017, the last year of the previous program review, 10 students earned the ADT in history. In 2019 – 2020, 20 students earned the ADT in history.

C. Identify how your program helps students achieve [Institutional Learning Outcomes](#).

The History Program Learning Outcomes are linked to, and support, Cuesta College’s Institutional Learning Outcomes as indicated below.

History Program Learning Outcome: Students will demonstrate that they have the knowledge and skills to succeed in the study of history.

ILO 1. Personal, Academic, and Professional Development

ILO 2. Critical Thinking and Communication

ILO 4. Social, Historical, and Global Knowledge and Engagement

ILO 5. Artistic and Cultural Knowledge and Engagement

History Program Learning Outcome: Students will demonstrate the ability to write effectively about history.

ILO 1. Personal, Academic, and Professional Development

ILO 2. Critical Thinking and Communication

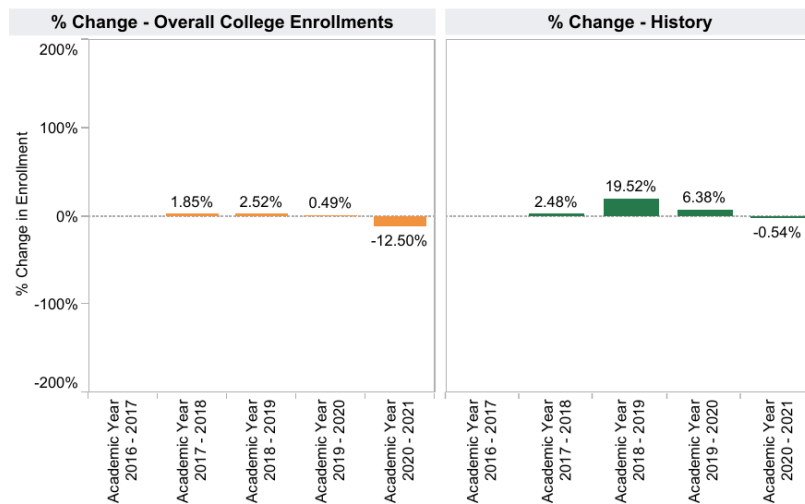
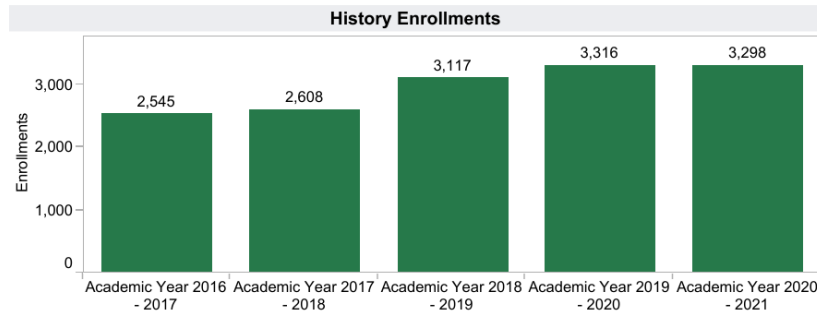
ILO 4. Social, Historical, and Global Knowledge and Engagement

III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS (Where applicable the success metrics are aligned with the Student Success Metrics/SCFF).

The data components are hyperlinked below.

SLOCCCD Program Review Data - Enrollment

Department: History Course: All Dual Enrollment: All Prison: All

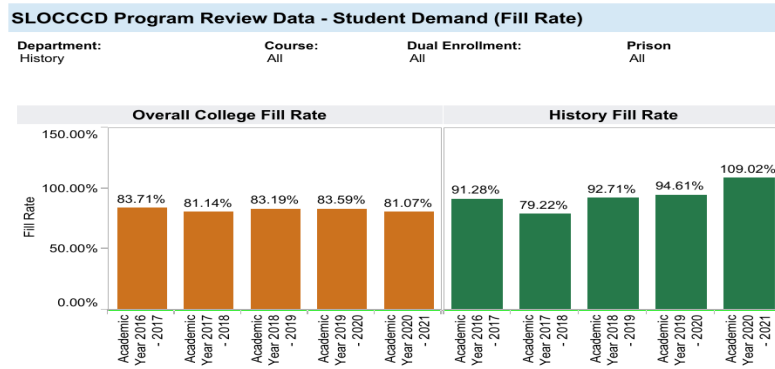


Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

The History Program has seen an exciting increase in enrollment over the last five years. In 2016-2017 the program had an enrollment of 2,545 students, but then increased by 753 students for a 2020-2021 total of 3,298 students. This upward trend can be explained by an increase in the number of Dual Enrollment and Concurrent Enrollment courses offered, an increase in online offerings (largely due to the pandemic), and an increase in course offerings at the California Men's Colony.

Compared to overall College Enrollments, the History Department remains healthy with only a .54% decrease, versus the College which saw a decrease of 12.50%.

General Student Demand (Fill Rate) (Insert Aggregated Data Chart)



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

The fill rate for History courses has remained high over the last five years, with an especially big increase between 2018-2019 and 2020-2021 (92.71% to 109.02%). The only two History courses that saw a fill rate below 50% were History 203B in 2017-2018 and History 204B in 2017-2018. This could be explained by such factors as class times, fewer sections offered, not enough DE/in-person choice, etc.

The College's fill rate held steady during the past five years, staying in the low 80% range. The History Program by comparison, saw fill rates of 91% or higher, except for 2017-2018 when the fill rate was 79.22%.

General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

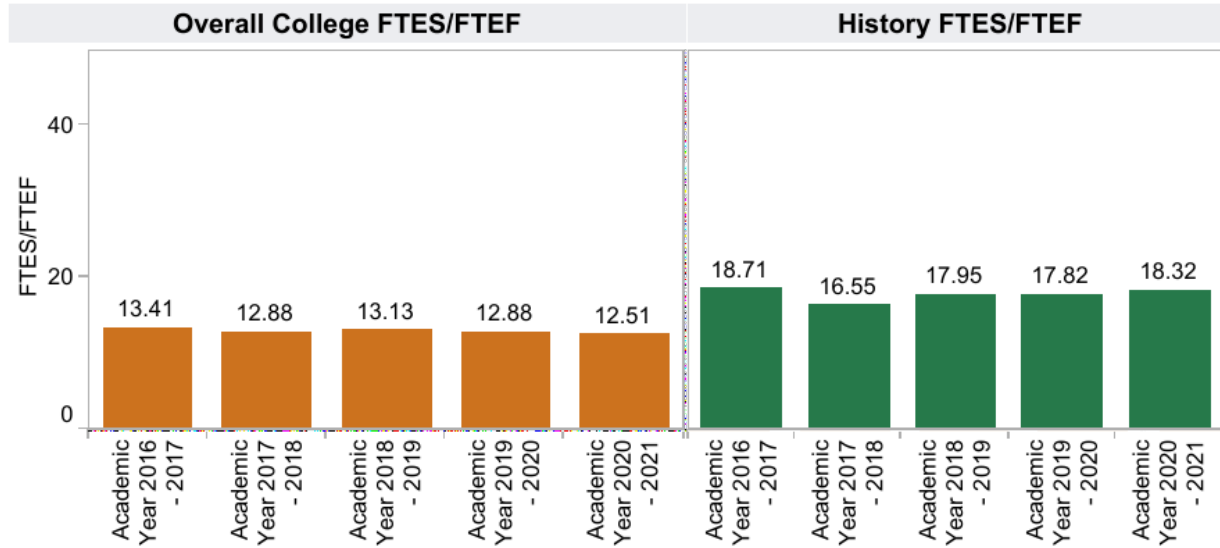
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
History

Course:
All

Dual Enrollment:
All

Prison:
All



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

Over the last five years, the efficiency of the History Program has been consistently higher than the College as a whole. While College FTES have ranged between 12%-13%, the History Program has seen FTES in the 16%-18% range. The strongest performing courses are History 207A/B, History 233, and History 237, with History 207A/B continuing as the “workhorses” of the Department. History 204A/B (History of Western Civilizations) saw much lower numbers, which is likely a result of students choosing the more applicable World History courses (History 203A/B). Factors contributing to the Department’s high efficiency rates include: more DE course offerings, more courses offered at CMC, and increased Dual and Concurrent Enrollment offerings.

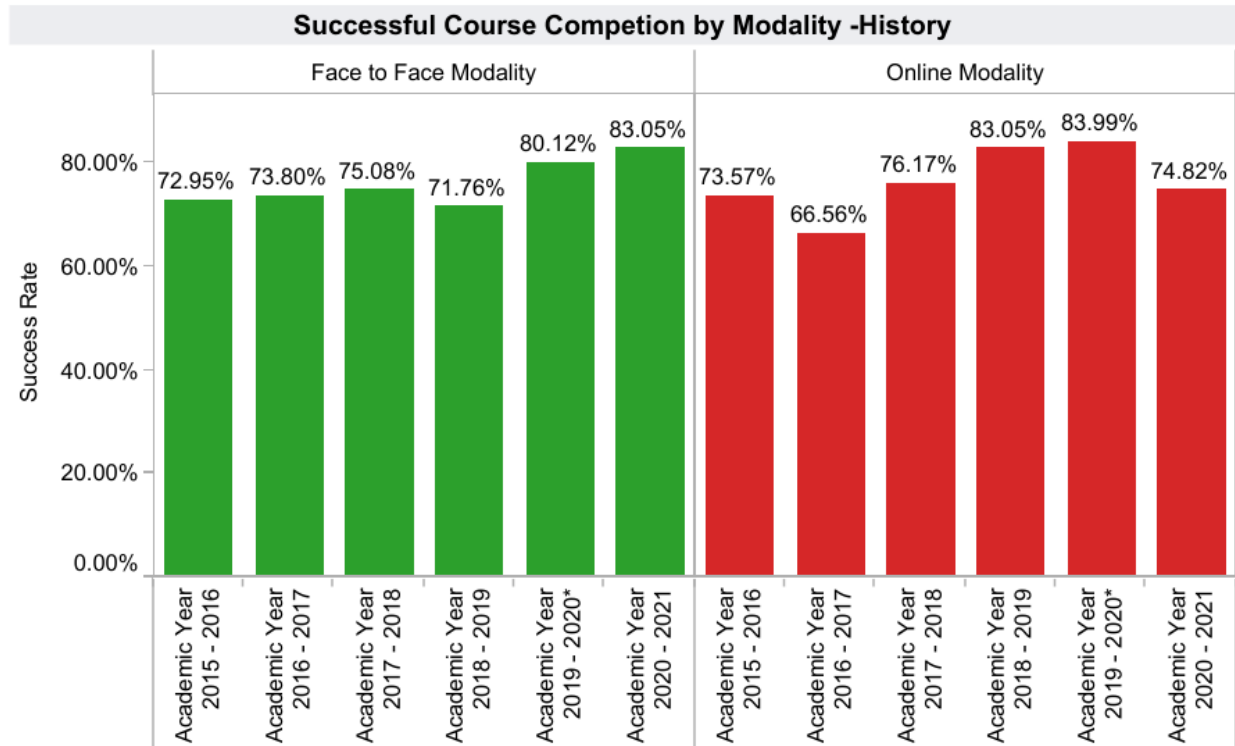
[Student Success—Course Completion by Modality \(Insert Data Chart\)](#)

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
History

Course:
All

Legend:
■ Face to Face Modality
■ Online Modality



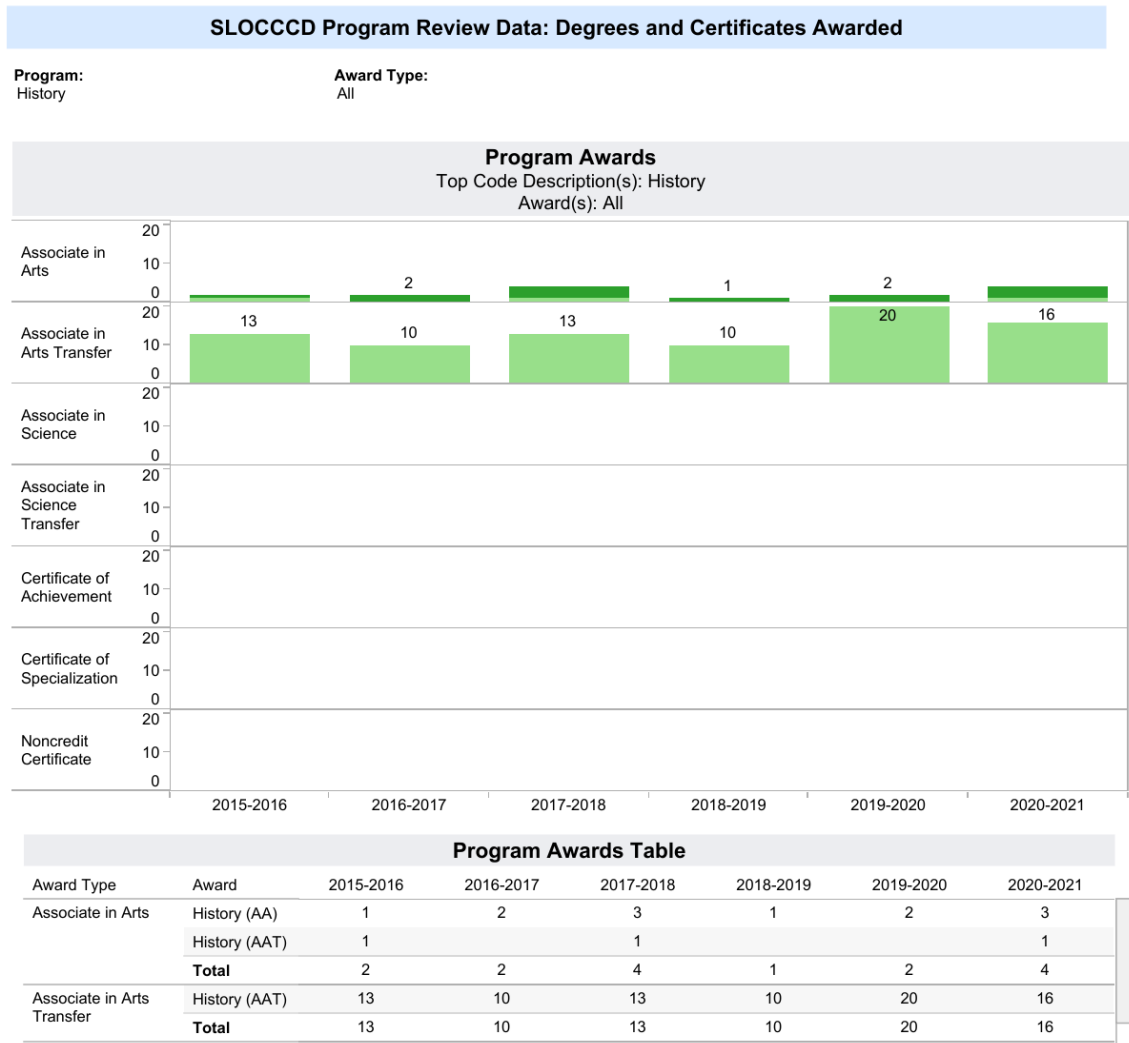
Successful Course Completion by Modality Table - History

		Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Face to Face Modality	Department Success Rate	72.95%	73.80%	75.08%	71.76%	80.12%	83.05%
	Total Department Enrollm..	2,052	2,233	1,986	1,892	2,029	425
Online Modality	Department Success Rate	73.57%	66.56%	76.17%	83.05%	83.99%	74.82%
	Total Department Enrollm..	333	314	621	1,227	1,291	2,873

The History Department has seen great success with course completion in both Face-to-Face and Online formats. Due to the Pandemic, many more history courses were adapted to the DE format, allowing students to have a large selection of history courses available for them.

Both modalities show a similar range of completion percentages. Face-to-face classes showed a completion rate in the 70%-80% range, and DE courses were in the high 60 percentages to the 80 percentages. These healthy numbers indicate that the History Department continues to offer high-quality courses, on a wide variety of topics, in modalities that students find desirable and accessible.

[Degrees and Certificates Awarded \(Insert Data Chart\)](#)



Program Awards: The number of degrees and certificates awarded by program type

In the last two years, the History Department has awarded 36 ADT degrees. This high number indicates that the department is meeting students' needs with a wide variety of class offerings, modalities, and excellent instruction.

[General Student Success – Course Completion \(Insert Aggregated Data Chart\)](#)

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
History

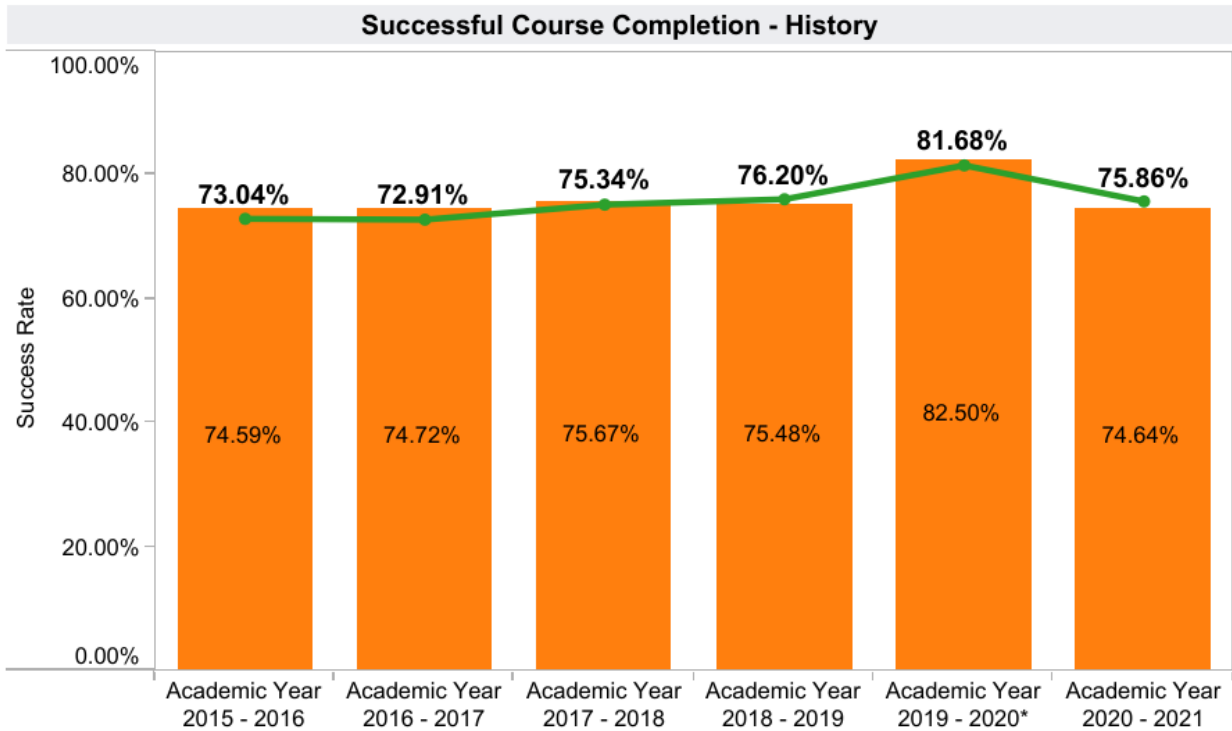
TERM
All

Measure Names

Department Success Rate

Overall College Success Rate

COURSE
All



History Success Rate Table

	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Department Success..	73.04%	72.91%	75.34%	76.20%	81.68%	75.86%
Total Enrollments	2,385	2,547	2,607	3,119	3,320	3,298

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

The History Department's rates of successful course completion very closely mirror those of the College. Over the last five years, completion rates have seen a low of 72.91% to a high of 81.68%. History faculty remain committed to high-quality instruction, academic rigor, and offering students an equitable and supportive learning environment.

Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

With regard to demographic variations, History faculty looked at the data and found that variations do occur. This is not unexpected in an open-admissions institution, where students enroll with different levels of preparedness. Faculty are unable to run multi-variable statistical analyses, on statistically viable sample sizes, and are therefore unable to assess demographic information further.

Other Relevant Program Data (optional)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

N/A

IV. CURRICULUM REVIEW

A. List all courses and degrees/certificates that have been created, updated, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR.

No new courses have been created and none have been eliminated since the last CPPR. Since the previous CPPR, the History Department revised all course descriptions in CurricUNET to make certain that they adhered to the Chancellor's policies, standards, and regulations, including course topics and scope, objectives, SLOs, DE addenda, and representative texts.

The current History course offerings are: History 203A (History of World Civilization to the 1500s), History 203B (History of World Civilization from the 1500s), History 204A (History of World Civilization to the Renaissance), History 204B (History of World Civilization from the Renaissance), History 207A (United States History to 1865), History 207B (United States History from 1865), History 210 (History of California), History 212 (History of Mexican Americans), History 233 (History of African Americans), History 237 (History of American Women), and History 260 (History of the San Simeon Region).

It is recommended that History 260 be deactivated from the college catalogue. None of the current full-time or part-time faculty have the facility of inclination to teach that course. It is highly unlikely that a new hired faculty would be able or interested in teaching the course.

Course Description

History courses examine many aspects of the human experience. These courses examine the people, institutions, ideas, and events of the past. The study of history contributes to cultural literacy, global awareness, and develops critical thinking skills, while helping students understand the present.

Historical study provides a solid, fundamental preparation for careers in education, government, and business. It also serves as excellent preparation for law school, diplomatic service, international work, urban affairs, and library science.

History is an academic discipline offering both breadth, depth, and scope. History graduates will find that their critical and analytical thinking skills prepare them for a wide array of employment opportunities.

STUDENT LEARNING OUTCOMES

Student learning outcomes include:

- A. Developing skills for critical thinking, reading, and writing and be able to evaluate historical evidence.
- B. Demonstrating awareness and appreciation of the diverse interpretations of the past and the complexity of the links between past and present.
- C. Demonstrating an understanding of what historians do and the types of questions they pose.
- D. Demonstrating an understanding of diverse cultures and political and social structures, and how these vary across time and place.
- E. Using knowledge to participate in the affairs of the world, drawing upon their understanding of the past.

CAPS

History courses, both face-to-face and distance education, generally have enrollment caps at forty-two students. The one notable exception would be those history courses taught in the Social Science Forum (Room 6304) which have course caps at 110 students.

A course cap is the maximum limit for student enrollment established for all sections of a course and listed on the Course Outline of Record (COR) in CurricUNET for each course. An Enrollment Maximum is the total number of students that can enroll in a section of a course due to classroom size, campus site, or modality. Fill rates for individual sections of a course are to be determined by the enrollment maximum for a course, not the course cap, because the course cap may be higher than the classroom size allows.

Course caps, preexisting or revised, are the maximums for student enrollment for a given course across all campus sites. Where physical limitations at a particular campus site make accommodating an established course cap maximum impossible, a lower enrollment maximum may be used for that course for that location without modifying the maximum course cap that is listed on the COR for a given course across all campus sites and modalities.

Modality specific terms will be used when a course has been approved in Distance Education mode. Since a face-to-face (f2f) modality (even excluding enrollment maximum differences because of room space) may be lower than the Course Cap (if the DE modality is higher) and a face-to-face modality may not be an Enrollment Maximum since these are dependent on classrooms, it is possible to have a f2f number that is neither a course cap nor enrollment max. Therefore, "Face-to-Face Modality Limit" and "DE Modality Limit" will be the terms used when distinguishing between modality limits. Once the course has been approved in DE mode the CurricUNET will automatically add the following categories on the COR to be populated after course cap approvals.

NEW DE ADDENDUM IS COMPLETE

Distance education courses in the History Department are taught exclusively by full-time and part-time faculty members who have been trained and certified in the distance education modality.

MQDD IS COMPLETE

The Minimum Qualifications Discipline Designation has been completed for all face-to-face and online History courses.

The History Department adheres to Minimum Qualifications, Single discipline designation. In other words, only faculty qualified in the History discipline teach courses in the discipline.

PRE-REQUISITES AND CO-REQUISITES

No pre-requisites, co-requisites, or advisories for History courses are published in the college catalogue or schedule of classes. However, it is strongly recommended that students have complete English 201A and 201B prior to enrolling in any History course.

As a point of information, prerequisites, corequisites, and advisories are intended to enhance a student's chance of success in a desired course. If a student has not met a prerequisite or corequisite requirement, as noted in the course schedule, the student may not be allowed to enroll or remain enrolled in the course which requires the prerequisite.

Prerequisites and corequisites apply to all students, including dual enrollment and personal enrichment students.

Prerequisite: A course that a student must pass with a "C" or better before enrolling in the more advanced course. With department approval, equivalent skills or prior experience a student possesses may also be accepted as a prerequisite for a course.

Corequisite: A course a student must enroll in at the same time as, or complete prior to, enrolling in the desired course.

Advisory: A course a student is encouraged, but not required, to complete prior to enrolling in a more advanced course.

TOPICS AND SCOPE

The wide-ranging topics and scope of History courses cover general United States, African American, Mexican American, women's, California, Western Civilization, and World Civilization.

COURSE OBJECTIVES

The ultimate objective of History courses is to use the past as indispensable evidence to understand how people have attempted to define and redefine liberty, equality, opportunity,

and justice in history. History courses have been designed and taught to help students understand how perceptions of the past influence contemporary life and how issues of race, religion, class, ethnicity, gender, and sexual orientation have shaped the historical experience for people around the world. The emphasis on explanation focuses heavily on interpretations and analysis rather than on a summary of facts.

ALIGNMENT OF TOPICS AND SCOPES, METHODS OF EVALUATION, AND ASSIGNMENTS WITH OBJECTIVES

All methods of evaluation have been thoroughly and comprehensively aligned with the course objectives, topics, and scopes. These include subjective and objective evaluation of student work in face-to-face, distance education, and hybrid modalities of instruction.

Students will demonstrate that they have the knowledge and skills to succeed in the study of history. Additionally, students will demonstrate the ability to write effectively about history.

ALIGNMENT OF SLOs AND OBJECTIVES WITH APPROVED REQUIREMENT RUBRICS

The History Department assesses program SLOs based on data from individual courses. Faculty serve a wide range of students and the only means for history instructors to determine how students are being served is to gather the data in history courses. The data collected from survey-based assessments is subjective and not standardized, but history faculty believe that data still has value for planning and evaluative purposes.

The student learning outcomes and objectives for all History courses have been thoroughly evaluated to ensure that they are in complete alignment with approved requirement rubrics.

As a representative case, the following student learning outcomes of History 207A section demonstrate their alignment with requirement rubrics:

Student Learning Outcomes:

- Demonstrate basic knowledge and understanding of the history of the United States prior to 1865.
- Interpret and analyze primary sources, meaning sources produced by participants in the historical events being studied (such as letters, diaries, speeches, documents).
- Interpret and analyze secondary sources, meaning sources produced by historians studying the past (such as articles, textbooks, and quotations from book-length historical studies).
- Demonstrate knowledge and understanding of the efforts by minority groups such as African-Americans and Mexican-Americans to secure unabridged legal, political, and economic equality.

Course Objectives

Although History 207A encompasses upon the sweep of American history from pre-European contact to the U.S. Civil War, the course focuses on selected major topics and pervasive themes in American history. The primary purpose of History 207A is to help students better understand U.S. society by examining central events and forces that have shaped our national experience. Among the subjects to be analyzed include the colonial era, establishment of the new nation, the existence of slavery in a democratic society, the abolitionist crusade, the contributions of immigrants to American society, sectional problems, national growth, disunion and the Civil War. As often as

possible, the course focuses on the social history of the United States through the lives of the people who created the new nation and the new society.

Comprehensive Student Learning Outcomes

1. Upon completion of this course of study students will understand the major events preceding the founding of the nation and be able to relate their significance to the development of American constitutional democracy.
2. Students will understand the political principles underlying the U. S. Constitution and compare the enumerated and implied powers of the federal government.
3. Students will be able to understand the foundation of the American political system and the ways in which citizens participate in it.
4. Students will analyze and understand U. S. foreign policy in the Early Republic
5. Students will analyze and identify the early and steady attempts to protect and to abolish slavery and realize the ideals of the Declaration of Independence.
6. Students will analyze and understand the causes, key events, and complex consequences of the Civil War.
7. Students will understand that concepts such as race, class, gender, freedom, and rights are historical and cultural constructs that change over time.
8. Students will recognize and understand the concept of "agency." People of African descent, Mexican descent, Native Americans, or women were not simply "acted upon," but exercised historical agency themselves by the choices they made and the actions they took individually or collectively.
9. Students will be able to identify, understand, and explore the connections between religious, social, economic, and political developments from the time of European contact in the New World through the Civil War.

TEXTBOOKS

All textbooks are carefully selected by History instructors for a comprehensive and competent overview of subject matter. Many history instructors have adopted Open Educational Resource or OpenStax materials to provide low-cost or zero-cost textbooks for students

CSU/IGETC TRANSFER AND AA GE INFORMATION

History courses are listed under Social and Behavioral Sciences AAB; American History/Institutions AAE ; Humanities ACC2; History ACD6.

The 2021-2022 Cuesta College catalogue listing for the Associate degree in History for transfer is listed below:

History — Associate in Arts for Transfer Required Core (6 credits)

HIST 207A History Of The United States 3 HIST 207B History Of The United States 3

List A (6 credits) HIST 203A History Of World Civilizations 3 and HIST 203B History Of World Civilizations 3 or HIST 204A History Of Western Civilization (3) and HIST 204B History Of Western Civilization (3)

List B, Group 1 (3 credits) HIST 212 History Of Mexican Americans 3 HIST 233 History Of African Americans 3 HIST 237 History Of American Women 3 HIST 203A History Of World Civilizations 3 HIST 203B History Of World Civilizations 3

If not used in List A History 203A or 203B may be used in List B 3

List B, Group 2 (3 credits) Any History course not taken above 3 HIST 210 History Of California 3 HIST 260 History Of The San Simeon Region 3 POLS 201 Introduction To Political Science 3 POLS 202 Government And Politics Of The United States 3 POLS 204 World Politics 3 POLS 206 Comparative Government 3 Total Credits: 18

DEGREE AND CERTIFICATE INFORMATION

Students who complete an Associate Degree for Transfer (ADT) and transfer to a similar major at a CSU are guaranteed a pathway to finish their baccalaureate degrees in 60 semester or 90 quarter units.

These degrees require students to meet both of the following requirements: (1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following: (A) The Intersegmental GE Transfer Curriculum (IGETC) or the California State University GE-Breadth Requirements (CSU GE-Breadth). (B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district. (2) Obtainment of a minimum grade point average of 2.0.

An Associate Degree, depending on the focus of study, is designed to prepare students for transfer into upper division course work in a bachelor's degree program, or, to prepare students to enter the workforce in a particular vocational field. To qualify for an Associate's Degree, a student must: (1) complete each major-specific course required for the degree with at least a "C" grade or better, (2) complete all Cuesta College general education, graduation and residency requirements, and (3) achieve an overall grade point average of 2.0 for all courses attempted (major, general education, elective).

PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

Attach or insert the assessment calendar for your program for the next program review cycle.

CYCLE STAGE	FALL 2021	SPRING 2022	FALL 2022	SPRING 2023	FALL 2023	SPRING 2024
SLO ASSESSMENT	HIST 203A HIST 204A HIST 210 HIST 212 HIST 237	HIST 233 HIST 203B HIST 204B	HIST 207A HIST 207B			
ANALYZE RESULTS & PLAN IMPROVEMENTS		HIST 203A HIST 204A HIST 210 HIST 212 HIST 237	HIST 233 HIST 203B HIST 204B	HIST 207A HIST 207B		
PLAN IMPLEMENTATION			HIST 203A HIST 204A HIST 210 HIST 212 HIST 237	HIST 233 HIST 203B HIST 204B	HIST 207A HIST 207B	
POST-IMPLEMENTATION SLO ASSESSMENT				HIST 203A HIST 204A HIST 210 HIST 212 HIST 237	HIST 233 HIST 203B HIST 204B	HIST 207A HIST 207B

Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

No, upon a review of eLumen’s Faculty Participation Report for both the AA and AAT degrees, not all course assessments were completed. However, during the Cycle Calendar when SLO Assessments were assigned to division faculty (Fall 2017, Spring 2018, and Fall 2018), faculty consistently completed course assessments. When SLO Assessments were not assigned or designated during Spring 2019, Fall 2019, Spring 2020, and beyond—course assessments were not completed.

Three contributing factors also may have played a role in the incompleteness of all course assessments in eLumen—independent of the abovementioned. First, the COVID-19 pandemic and the difficult work in communication and application of instruction as teaching faculty moved to Distance Education. Second, Dual Enrollment faculty are also charged with completing course assessments and need instruction about how to do this. Third, a general difficulty navigating the eLumen software program. Before the pandemic, some Social Science faculty attended eLumen workshops to improve efficiency. However, the workshops ended with the pandemic and, because of it, we noted a decline in eLumen literacy and engagement.

Include the most recent “PLO Summary Map by Course” from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

The immediate to mid-range plan is to continue work with Kelli Gottlieb—Cuesta’s eLumen coordinator. Through recent work with Kelli, history faculty have gained the necessary access credentials in eLumen to complete and map assessments. History faculty will commit to trainings and workshops to increase eLumen literacy under the tutelage of Kelli.

Until March 1, and through our program review and help from Kelli Gottlieb, we identified a disagreement between PLOs for the AAT in history compared to the eLumen PLOs and, also, an inability to access relevant information without proper eLumen credentials. Said credentials have now been given to Lisa DeFraga and Zachary McKiernan. Importantly, the PLOS were updated the last time the program was under review and only recently updated in CurricuNet. They include:

- Prepare students to read and think critically, write clearly and persuasively, and be able to evaluate historical evidence.
- Enable students to demonstrate awareness and appreciation of the diverse interpretations of the past and the complexity of the links between past and present.
- Students will demonstrate an understanding of what historians do and the types of questions they pose.
- Students will demonstrate an understanding of diverse cultures and political and social structures, and how these vary across time and place.
- Prepare students to participate knowledgeably in the affairs of the world, drawing upon their understanding of the past.

Given this, History faculty were unable to MAP course-level SLOs with the Program-level SLOs until March 2—when the disagreement was identified and rectified. This also holds true for (D) below. Given this, and with the new knowledge and guidance, history faculty are currently in the process of Mapping PLO/ILO to individual courses and Institutional Learning Outcomes.

Include the most recent “ILO Summary Map by Course” from eLumen that shows the Course-level SLOs mapped to the Institutional Learning Outcomes.

See above

Highlight changes made at the course or program level that have resulted from SLO assessment. Please include the evidence of dialog that prompted these changes.

Given the above, course or program level changes were not made based on SLO assessments. However, history faculty continues to make course and program changes, especially based on rapid responses to the COVID-19 pandemic and, also, Cuesta’s institutional commitment to J.E.D.I. Both in a formal (Division and Departmental meetings, attendance in trainings and workshops, et. al) and informal (one-on-one communication, specific pedagogical challenges, et. al.), history faculty remain continually in communication to enhance the delivery of history courses to Cuesta students.

Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the [Resource Plan Worksheet](#).

N/A

V. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

Institutional Goals and Objectives—stated in Section II (B)

Institutional Goal 1: Access

The History Program helps achieve Cuesta’s goal of increasing student access to higher education by offering our broad array of courses in a variety of modalities and adjusting those offerings and modalities to meet evolving student demand. Also, many history faculty have opted for, or are considering adopting, open educational resource texts and course materials for our students.

Institutional Goal 3: Transfer

The History Program has helped achieve Cuesta’s goal of increasing the number of students who complete the Associate Degree for Transfer. In 2016 – 2017, the last year of the previous program review, 10 students earned the ADT in history. In 2019 – 2020, 20 students earned the ADT in history.

Institutional Learning Outcomes—stated in Section II (C)

The History Program Learning Outcomes are linked to, and support, Cuesta College’s Institutional Learning Outcomes as indicated below.

History Program Learning Outcome: Students will demonstrate that they have the knowledge and skills to succeed in the study of history.

ILO 1. Personal, Academic, and Professional Development

ILO 2. Critical Thinking and Communication

ILO 4. Social, Historical, and Global Knowledge and Engagement

ILO 5. Artistic and Cultural Knowledge and Engagement

History Program Learning Outcome: Students will demonstrate the ability to write effectively about history.

ILO 1. Personal, Academic, and Professional Development

ILO 2. Critical Thinking and Communication

ILO 4. Social, Historical, and Global Knowledge and Engagement

Indicate any anticipated changes in the following areas:

Curriculum and scheduling

In Fall 2020 and Spring 2021, respectively, the History Department began to offer, for the first time, two sections of History of Mexican Americans (one face-to-face and one DE) and the History of African Americans (one face-to-face and one DE). This was a response to student demand, linked to the larger educational and intellectual context of attention to ethnic history courses. Given the CSU implementation of area study F—we can only expect this demand to rise—as both of these history courses will serve to fulfill this requirement.

Support services to promote success, persistence and retention

Facilities needs

Staffing needs/projections

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

VI. END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

VII. After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before May 13, 2022.

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program.

If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Instructional Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Brent LaMon	<i>Brent LaMon</i>	3/2/2022
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Division Chair/Director Name	Signature	Date
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Zach McKiernan	<i>Zach McKiernan</i>	3/2/2022
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Name	Signature	Date
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Lisa DeFraga	<i>Lisa DeFraga</i>	3/2/2022
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Name	Signature	Date
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Anthony Koeninger	<i>Anthony Koeninger</i>	3/2/2022
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Name	Signature	Date
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Mark Weber	<i>Mark Weber</i>	3/2/2022
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. [The guidelines for faculty prioritization can be found by clicking this link.](#)

APPLICABLE SIGNATURES:

Vice President/Dean

Date

Division Chair/Director/Designee

Date

Other (when applicable)

Date

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/ Dean's narrative analysis. The signatures do not necessarily signify agreement.