

College of Alameda

Annual Program Update

Supplemental/Revised Template 2015-2016

| I. Overview | | | |
|---------------------|--|--------------|---------------|
| BI Download: | | Dept. Chair: | Eddie Loretto |
| Subject/Discipline: | History | Dean: | Myron Jordan |
| Campus: | College of Alameda | | |
| Mission Statement | <p>It is the Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.</p> <p>The primary function of the History Department is to help matriculate students to four-year colleges and other degree programs. A significant portion of the program is designed to offer a wide-ranging interpretation of American History from the great civilizations of Meso-America (Aztecs, Mayas, and Incas) to the present. In addition, the department has a long and storied history of offering courses that reflect the diversity of our student population. The history department has offered courses in Latin American History, Mexican American History, the History of Mexico, Asian History and the History of the Vietnam War. The History Department is also leading the college effort to offer courses online. The History Department has offered more sections online than any other discipline on campus. At the moment, all CSU, UC, and IGETC transferable courses are offered online. We offer a section of 7A, 7B, 19, and 8A and 8B online. The History department at the College of Alameda will continue to be innovative and visionary in the courses that are offered and the methods delivered.</p> | | |

II. Enrollment – *see department specific data sheet*

| | 2012 Summer | 2012 Fall | 2013 Spring | 2013 Summer | 2013 Fall | 2014 Spring | 2014 Summer | 2014 Fall | 2015 Spring |
|--------------------|------------------------|----------------------|------------------------|------------------------|----------------------|------------------------|------------------------|----------------------|------------------------|
| Total | 289 | 448 | 570 | 289 | 439 | 526 | 298 | 499 | 536 |
| Headcount | Term | | | | | | | | |
| Age | 2012 Summer | 2012 Fall | 2013 Spring | 2013 Summer | 2013 Fall | 2014 Spring | 2014 Summer | 2014 Fall | 2015 Spring |
| Under 16 | | 2 | | | | | 3 | 3 | |
| 16-18 | 10 | 33 | 7 | 12 | 36 | 17 | 13 | 48 | 11 |
| 19-24 | 177 | 277 | 350 | 167 | 264 | 313 | 183 | 289 | 316 |
| 25-29 | 46 | 66 | 92 | 54 | 62 | 86 | 58 | 85 | 106 |
| 30-34 | 23 | 31 | 51 | 21 | 36 | 39 | 24 | 36 | 41 |
| 35-54 | 27 | 35 | 59 | 30 | 38 | 60 | 15 | 32 | 60 |
| 55-64 | 6 | 4 | 8 | 5 | 2 | 9 | 1 | 3 | |
| 65 & Above | | | 3 | | 1 | 2 | 1 | 3 | 2 |
| Grand Total | 289 | 448 | 570 | 289 | 439 | 526 | 298 | 499 | 536 |

| | 2012 Summer | 2012 Fall | 2013 Spring | 2013 Summer | 2013 Fall | 2014 Spring | 2014 Summer | 2014 Fall | 2015 Spring |
|--|------------------------|----------------------|------------------------|------------------------|----------------------|------------------------|------------------------|----------------------|------------------------|
| Ethnicity | | | | | | | | | |
| American Indian/Alaskan Native | 1 | 1 | 2 | 1 | | 1 | | | |
| Asian | 114 | 144 | 168 | 127 | 131 | 140 | 130 | 177 | 199 |
| Black/African American | 36 | 74 | 75 | 37 | 74 | 86 | 41 | 51 | 68 |
| Filipino | 8 | 16 | 19 | 7 | 16 | 18 | 11 | 23 | 18 |
| Hispanic | 29 | 53 | 81 | 22 | 59 | 77 | 28 | 72 | 87 |
| Multiple | 22 | 43 | 63 | 28 | 64 | 68 | 29 | 57 | 53 |
| Other Non white | 3 | 1 | 3 | 1 | 1 | 1 | | | |
| Pacific Islander | | 7 | 5 | 3 | 1 | 3 | 1 | 5 | 3 |
| Unknown/Non Respondent | 31 | 42 | 49 | 10 | 21 | 26 | 10 | 22 | 20 |
| White Non Hispanic | 45 | 67 | 105 | 53 | 72 | 106 | 48 | 92 | 88 |
| Grand Total | 289 | 448 | 570 | 289 | 439 | 526 | 298 | 499 | 536 |
| Gender | 2012 Summer | 2012 Fall | 2013 Spring | 2013 Summer | 2013 Fall | 2014 Spring | 2014 Summer | 2014 Fall | 2015 Spring |
| Female | 177 | 235 | 289 | 162 | 225 | 281 | 152 | 266 | 279 |
| Male | 105 | 207 | 271 | 121 | 206 | 238 | 139 | 226 | 248 |
| Unknown | 7 | 6 | 10 | 6 | 8 | 7 | 7 | 7 | 9 |
| Grand Total | 289 | 448 | 570 | 289 | 439 | 526 | 298 | 499 | 536 |
| Course | 2012 Summer | 2012 Fall | 2013 Spring | 2013 Summer | 2013 Fall | 2014 Spring | 2014 Summer | 2014 Fall | 2015 Spring |
| HIST 18 - 20th CENTURY PROTEST MOVEMENT | | | 47 | | | 24 | | | |
| HIST 19 - HIST OF CALIFORNIA | | | 38 | | | 36 | | 38 | 34 |
| HIST 2A - HIST EUROPEAN CIVIL | 39 | 35 | 46 | 36 | 33 | 34 | 32 | 39 | 33 |
| HIST 49 - I/S - HISTORY | | | | | | | | 1 | |
| HIST 50 - AFRI-AM HIST: AFRICA TO 1865 | | 19 | 11 | | 15 | 8 | | 15 | 9 |
| HIST 51 - AFRI-AM HIST: 1865-1945 | | 13 | 19 | | 6 | 18 | | 15 | 14 |
| HIST 7A - HIST/U.S. TO 1877 | 135 | 224 | 236 | 153 | 213 | 224 | 161 | 216 | 239 |
| HIST 7B - HIST/U.S. SINCE 1865 | 117 | 166 | 184 | 107 | 178 | 179 | 112 | 168 | 192 |
| HIST 8A - HIST LATIN AMERICA | | | | | | 14 | | 22 | 29 |
| Grand Total | 291 | 457 | 581 | 296 | 445 | 537 | 305 | 514 | 550 |

III. Student Success— *see department specific data sheet*

| Success% | Term | 2013 | | | 2014 | | | 2015 Spring | | |
|----------|------|----------------|--------------|----------------|------------|--------------|----------------|----------------|--------------|--------|
| | | 2012 Summer | 2012 Fall | 2013 Spring | Summe r | 2013 Fall | 2014 Spring | | 2014 Fall | |
| Total | | 73.75% | 61.14% | 61.17% | 67.14% | 60.08% | 57.81% | 67.99% | 59.20% | 58.06% |

IV. Faculty – *see department specific data sheet*

3 FT
1 PT

V. Qualitative Assessments

CTE and Vocational: Community and labor market relevance. Present evidence of community need

N/A

based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.

Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.

Courses in the History department are required in most degrees programs. In addition, the department completed its AAT in History that reflects the department and school's vision of preparing students for student success at 4-year colleges and universities.

| VI. Course SLOs and Assessment | |
|--|---|
| | Fall 2015 |
| Number of active courses in your discipline | 16 |
| Number with SLOs | 16 |
| % SLOs/Active Courses | 100 |
| Number of courses with SLOs that have been assessed | None. Fall 2015 semester has not ended. |
| % Assessed/SLOs | 100 |
| Describe types of assessment methods you are using | |
| Average score/grade of 70% or higher of all papers, exams, and discussion. (70% score/grade is the criteria for successful student Performance in the course). The criteria for satisfactory performance is 75% of students' achieve 70% or higher in all assessments. | |
| Describe results of your SLO assessment progress | |
| Fall 2014 | |
| History 7A 77% of students' achieve 70% or higher in all assessments | |
| History 7B 84% of students' achieve 70% or higher in all assessments | |
| History 19 73% of students' achieve 70% or higher in all assessments | |
| Spring 2015 | |
| History 2A 64% of students' achieve 70% or higher in all assessments | |
| History 7A 71% of students' achieve 70% or higher in all assessments | |

History 7B

77% of students' achieve 70% or higher in all assessments

History 8A

61% of students' achieve 70% or higher in all assessments

History 19

72% of students' achieve 70% or higher in all assessments

Describe how assessment results and reflection on those results have led to improvements.

One factor that is negatively impacting assessment performance are the number of Fs assigned to those students who did not drop or were not dropped and did not attend or participate in the course. Many of these should be Ws. Another factor was instructional. The department did not reach its assessment goals for History 2A and 8A for Spring 2015, and that outcome is tied to the instructor assigned to those sections. Faculty Evaluations revealed a deficiency in the quality of instruction. As result, a change was made for the Fall 2015 semester.

| VII. Program Learning Outcomes and Assessment | |
|---|------------------|
| | Fall 2015 |
| Number of degrees and certificates in your discipline | 2 |
| Number with Program Learning Outcomes | 1 |
| Number assessed | 1 |
| % Assessed | 50 |
| Describe assessment methods you are using | |
| <p>Average score/grade of 70% or higher of all papers, exams, and discussion. (70% score/grade is the criteria for successful student Performance in the course). The criteria for satisfactory performance is 75% of students' achieve 70% or higher in all assessments.</p> | |
| Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements. | |
| <p>Department just completed the AAT for History spring 2014. The data indicates that the History department is healthy and is meeting the goals of the department and institution. The process resulted in a reexamination of the department's course offerings. To align the department with the overall goals of the college and evolve the department to a 21st century Bay Area college, the department will be expanding our ethnic studies component of the department. By Fall 2016 the History department will reintroduce History 5 (History of Mexico) and History 17 (Mexican American History).</p> | |

VIII. Prioritized Resource Requests Summary

College: Alameda

Discipline, Department or Program: History

Contact Person: Eddie Loretto

Date: November 2, 2015

| Resource Category | Description | Priority Ranking (1 – 5, etc.) | Estimated Cost | Justification (page # in the program review narrative report) | District-College Goal & Institutional Learning Outcome |
|-----------------------------|-------------|--------------------------------|----------------|---|--|
| Human Resources: Faculty | None | | | | |
| Human Resources: Classified | None | | | | |

| | | | | | |
|---|--|----------|--|--|--|
| | | | | | |
| Human Resources: Student Workers | None | | | | |
| Technology | Increase the number of smart Classrooms | 1 | | | |
| Equipment | | | | | |
| Supplies | | | | | |
| Facilities | | | | | |
| Professional Development | Educational Software Training (I.e Moodle & Turnitin) | 1 | | | |
| Other (specify) | | | | | |

IX. Alignment of Goals Template

College: Alameda

Discipline, Department or Program: History

Contact Person: Eddie Loretto

Date: November 2, 2015

| Discipline, Department or Program Goal | Institutional Learning Outcome | PCCD-College Goal and Institutional Objective |
|---|---------------------------------------|--|
| 1. History | 1, 2, 4 | |
| 2. | | |
| 3. | | |

| | | |
|----|--|--|
| | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |

College of Alameda

MISSION

The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

VISION

The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

VALUES

We use this vision to choreograph three central themes in our quest for “learning excellence” and services to students.

- * Academic Excellence
- * Budgetary Competence
- * Community Engagement

We call these “our ABCs” emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!

Institutional Learning Outcomes

1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member

District-College Strategic Goals & Institutional Objectives

Strategic Focus: Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

| Strategic Goals | |
|---|---|
| A: Advance Student Access, Equity, and Success | <p>A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.</p> <p>A.2 Student Success: Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p>A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning</p> |

| | |
|---|---|
| | <p>communities, student employment, etc.</p> <p>A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p> |
| B: Engage and Leverage Partners | <p>B.1 Partnerships: Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p>B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p> |
| C: Build Programs of Distinction | <p>C.1 Student Success: Develop a District-wide first year experience/student success program.</p> <p>C.2 Student Success: Develop an innovative student success program at each college.</p> |
| D: Strengthen Accountability, Innovation and Collaboration | <p>D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p>D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p> |