

## I. Program Information

**Program Name: History**

**Date: 10/1/2016**

**Program Type: Instructional**

### **College or District Mission Statement:**

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!



Curriculum (if applicable)	<p>1. PCCD Strategic Goals (list the specific goal here _____).</p> <p>2. College Goals: (list the specific goal here _____ ).</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: _____ (date)</p>	
Instruction (if applicable)	<p>1. PCCD Strategic Goals (list the specific goal here _____).</p> <p>2. College Goals: (list the specific goal here _____ ).</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: _____ (date)</p>	
Student Success and Student Equity	<p>1. PCCD Strategic Goals (list the specific goal here _____).</p> <p>2. College Goals: (list the specific goal here _____ ).</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: _____ (date)</p>	
Professional Development, Institutional and Professional Engagement, and Partnerships	<p>1. PCCD Strategic Goals (list the specific goal here _____).</p> <p>2. College Goals: (list the specific goal here _____ ).</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: _____ (date)</p>	



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

<b>Grand Total</b>	<b>289</b>	<b>448</b>	<b>570</b>	<b>289</b>	<b>439</b>	<b>526</b>	<b>298</b>	<b>499</b>	<b>536</b>
<b>Gender</b>	<b>2012 Summer</b>	<b>2012 Fall</b>	<b>2013 Spring</b>	<b>2013 Summer</b>	<b>2013 Fall</b>	<b>2014 Spring</b>	<b>2014 Summer</b>	<b>2014 Fall</b>	<b>2015 Spring</b>
<b>Female</b>	<b>177</b>	<b>235</b>	<b>289</b>	<b>162</b>	<b>225</b>	<b>281</b>	<b>152</b>	<b>266</b>	<b>279</b>
<b>Male</b>	<b>105</b>	<b>207</b>	<b>271</b>	<b>121</b>	<b>206</b>	<b>238</b>	<b>139</b>	<b>226</b>	<b>248</b>
<b>Unknown</b>	<b>7</b>	<b>6</b>	<b>10</b>	<b>6</b>	<b>8</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>9</b>
<b>Grand Total</b>	<b>289</b>	<b>448</b>	<b>570</b>	<b>289</b>	<b>439</b>	<b>526</b>	<b>298</b>	<b>499</b>	<b>536</b>

**B. Enrollment** (sections, course enrollment, productivity, # of student contacts, etc). **Comments about changes:**

	<b>2012 Summer</b>	<b>2012 Fall</b>	<b>2013 Spring</b>	<b>2013 Summer</b>	<b>2013 Fall</b>	<b>2014 Spring</b>	<b>2014 Summer</b>	<b>2014 Fall</b>	<b>2015 Spring</b>
<b>Total</b>	<b>289</b>	<b>448</b>	<b>570</b>	<b>289</b>	<b>439</b>	<b>526</b>	<b>298</b>	<b>499</b>	<b>536</b>
<b>Headcount</b>	<b>Term</b>								
<b>Age</b>	<b>2012 Summer</b>	<b>2012 Fall</b>	<b>2013 Spring</b>	<b>2013 Summer</b>	<b>2013 Fall</b>	<b>2014 Spring</b>	<b>2014 Summer</b>	<b>2014 Fall</b>	<b>2015 Spring</b>
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
<b>Grand Total</b>	<b>289</b>	<b>448</b>	<b>570</b>	<b>289</b>	<b>439</b>	<b>526</b>	<b>298</b>	<b>499</b>	<b>536</b>

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
<b>Grand Total</b>	<b>291</b>	<b>457</b>	<b>581</b>	<b>296</b>	<b>445</b>	<b>537</b>	<b>305</b>	<b>514</b>	<b>550</b>

**C. Student Success** (retention and completion rates, # of student contacts, etc.). **Comments about changes:**

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

**D. Student Success in Distance Education/Hybrid classes versus face-to-face classes** (if applicable). **Comments about changes:**

**E. Other program specific data or unplanned events** that reflect significant change in the program.

## IV. Equity

- Please review the student success data for your program and comment upon it. Do performance gaps exist in the student success or achievement rates for disproportionately impacted students, including African-American, Hispanic/Latino, Filipinos/Pacific Islanders, foster youth, veterans, student's with disabilities or other groups not listed here? If differences exist, please detail the differences and describe the activities your program is making to address the differences? How will your program evaluate the effectiveness of these activities?

**The success and/or completion rates from African-American, Hispanic/Latino, Filipinos/Pacific Islanders backgrounds, foster youth, veterans, students with disabilities mirrored those from the previous year. As a result the department has continued to work with our counselors, administrators, and student government leaders to brainstorm ideas to help reduce any gaps and increase student success and completion rates.**

- Please review the SSSP plan, Equity plan, and Basic Skills plans at your college. How does your program address or participate in the information and activities presented in these plans? Are there resources available in these plans that can be utilized by your program or the students accessing your program?

**The department does consult the Equity plan and consult with Basic Skills experts in ESL and the English department when discussing department pedagogy, new courses and use of textbooks.**

## V. Curriculum and Assessment Status

- What curricular, pedagogical or other changes has your department made since the most recent program review?

**There has not been a substantial change in the pedagogical design of the department's courses. The department prides itself on being on the cutting edge of course design. The department has lead the college in incorporating online, hybrid, and dynamically dated courses, and we will continue to do. In terms of new curriculum, the department is currently revising, updating and resuscitating our Latin American course offerings.**

- Were these changes based on assessment of student learning outcomes at the course or program level? Please identify the assessment. If assessment was not used, describe the basis for the change. For example, Title 5 requirements, certifications requirements, etc.

**The changes stem from a desire to offer courses that reflect our current student demographics.**

- Attach a summary depicting the program's progress on assessment of course and program level outcomes (SLOs and PLOs). Please evaluate your program's progress on assessment. What are the plans for further assessments in the upcoming academic year? Please include a timeline and/or assessment plan for the future.

<b>I. Course SLOs and Assessment</b>	
	<b>Fall 2016</b>
Number of active courses in your discipline	16
Number with SLOs	16
% SLOs/Active Courses	10
Number of courses with SLOs that have been assessed	14
% Assessed/SLOs	88
<p>Describe types of assessment methods you are using</p> <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 your SLO assessment progress

**Spring 2016**

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

**Fall 2016**

History 2A

69% of students' achieve 70% or higher in all assessments

#### History 7A

76% of students' achieve 70% or higher in all assessments

#### History 7B

73% of students' achieve 70% or higher in all assessments

#### History 8A

71% of students' achieve 70% or higher in all assessments

#### History 19

82% 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 reach its assessment goals for all courses for Fall 2016, and that outcome is tied to adjustments instructors made. Assessment data as well as faculty evaluations were very useful.

- What does your program do to ensure that meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?

**Effective student-Instructor contact is a cardinal rule that must be adhered to in all courses, especially our online and hybrid courses. A requirement of all online courses is demonstrated engagement in feedback of assignments, virtual office hours, and robust participations in the course discussion**

- Describe your plans for improvement projects based upon the assessment results. Attach evidence (the assessment report from TaskStream, departmental meeting notes, or the assessment spreadsheet showing these results).

**The department does not have any projects in the works. All efforts are geared towards assessments, completion rates, and continued development of effective teaching techniques.**

## **VI. Additional Questions**

### **A. For CTE:**

- Please describe any recommendations resulting from advisory committee meetings that have occurred since your last program review.
- Is your discipline/department/program working with a Deputy Sector Navigator? If so, in which sector? Briefly describe your discipline/department/program's work with the Deputy Sector Navigator.
- Is your discipline/department/program currently participating in any grants? Please discuss your progress in meeting the stated goals in the grant.

### **B. For Counseling:**

- What has the counseling department done to improve course completion and retention rates? What is planned for the future?
- What has the counseling department done to improve SSSP counseling services? Please discuss your progress in improving SSSP counseling services.

**C. For Library Services:**

- Please describe any changes in the library services, collections or instructional programs since the last program review or annual program update and fill in the information below.

	This Academic Year:	Previous Academic Year(s)	Explanation of Changes
Library Open Hours Per Week			
Library Visits (gate count)			
Other Library Usage			

	This Academic Year	Previous Academic Years (s)	Explanation of Changes
Total Library Materials Expenditures			
Total Print Book Collection (titles)			
Total E-book Collection (titles)			
Total Database Subscriptions			
Total Media Collection (titles)			

Total Print Periodical Subscriptions			
General Circulation Transactions			
Reserve Circulation Transactions			
In-house circulation Transactions (optional)			
Media Circulation Transactions (optional)			
E-book Circulation Transactions- Describe – (optional)			
Other Circulations Transactions – Describe – (optional)			
Total Circulation Transactions			

**D. For Student Services and/or Administrative Units:**

- Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your unit. How has this information informed unit planning and goal setting?
  
- Briefly describe any changes that have impacted the work of your unit.

## VII. New Resource Needs Not Covered by Current Budget

**Human Resources:** If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success.

<b>Human Resource Request(s)</b>	<b>Already Requested in Recent Program Review?</b>	<b>Program Goal (cut and paste from program review)</b>	<b>Connected to Assessment Results and Plans?</b>	<b>Contribution to Student Success</b>	<b>Alignment with College Goal (list the goal)</b>	<b>Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)</b>
None						

- **Technology and Equipment:** How will the new technology or equipment contribute to student success?

<b>Technology and Equipment Request(s)</b>	<b>Already Requested in Recent Program Review?</b>	<b>Program Goal (cut and paste from program review)</b>	<b>Connected to Assessment Results and Plans?</b>	<b>Contribution to Student Success</b>	<b>Alignment with College Goal (list the goal)</b>	<b>Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)</b>
12 new smart classrooms with Tier one equipment	No		Yes	Yes		A, B, C, D and E

- **Facilities:** Has facilities maintenance and repair affected your program in the past year? How will this facilities request contribute to student success?

<b>Facilities Resource Request(s)</b>	<b>Already Requested in Recent Program Review?</b>	<b>Program Goal (from program review)</b>	<b>Connected to Assessment Results and Plans?</b>	<b>Contribution to Student Success</b>	<b>Alignment with College Goal (list the goal)</b>	<b>Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)</b>

Upgraded access to WiFi in Office and Classroom	no		Yes	Yes		A, B, C, D, and E
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- **Professional Development or Other Requests:** How will the professional development activity contribute to student success? What professional development opportunities and contributions make to the college in the future?

Professional Development or Other Request(s)	Already Requested in Recent Program Review?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
Attend Technology Conference	no		yes	yes	yes	A, B, C, D, and E

Approved by the District Academic Senate, May 20, 2016

Endorsed by the Planning and Budgeting Council, May 27, 2016

### 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!

### **College of Alameda 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.

<b>Strategic Goals</b>	
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<p><b>A: Advance Student Access, Equity, and Success</b></p>	<p><b>A.1 Student Access:</b> 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><b>A.2 Student Success:</b> Increase students’ participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p><b>A.3 Student Success:</b> Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.</p> <p><b>A.4 Student Equity Planning:</b> Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p>
<p><b>B: Engage and Leverage Partners</b></p>	<p><b>B.1 Partnerships:</b> Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p><b>B.2. Partnerships:</b> Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
<p><b>C: Build Programs of Distinction</b></p>	<p><b>C.1 Student Success:</b> Develop a District-wide first year experience/student success program.</p>

	<p><b>C.2 Student Success:</b> Develop an innovative student success program at each college.</p>
<p><b>D: Strengthen Accountability, Innovation and Collaboration</b></p>	<p><b>D.1 Service Leadership:</b> Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p><b>D.2 Institutional Leadership and Governance:</b> Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p>