

Peralta Community College District



Annual Program Update Template

Final Version: May 20, 2016

Amended by COA College Council: May 27, 2017

Introduction and Directions

The Peralta Community College District has an institutional effective process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years. While there are individualized Program Review Handbooks for Instructional units, Counseling, CTE, Library Services, Student Services, Administrative units, and District Service Centers, there is one Annual Program Update template for use by everyone at the colleges which is completed in the Fall semester of non-program review years.

The Annual Program Update is intended to primarily focus upon planning and institutional effectiveness by requesting that everyone report upon the progress they are making in attaining the goals (outcomes) and program improvement objectives described in the most recent program review document. The Annual Program Update is therefore a document which reflects continuous quality improvement. Additionally, the Annual Program Update provides a vehicle in which to identify and request additional resources that support reaching the stated goals (outcomes) and program improvement objectives in the unit's program review.

Throughout this document, the term “program” is used to refer to all of these terms: discipline, department, program, administrative unit, or unit.

The following items are required in order to complete the Annual Program Update document at the colleges:

- The most recently completed comprehensive Program Review document.
- Any comments or feedback provided during the program review validation process.
- College Goals
- Institution Set Standards (Institutional Standards that are reported annually to ACCJC)
- College Institutional Effectiveness Indicators (reported to the State Chancellor's Office annually)
- College SSSP plan
- College Equity Plan
- College Basic Skills Plan
- PCCD Strategic Goals and Annual Institutional Objectives
- Data profiles which include but are not limited to disaggregated demographics (age, gender, ethnicity, special populations), enrollment, productivity, student success metrics (retention, completion, etc.), and comparisons of Distance Education versus face-to-face classes.

I. Program Information



Program Name: History

Date: 10/3/17

Program Type: Instructional

College and 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.

Peralta Community College District Mission Statement: We are a collaborative community of colleges. Together, we provide educational leadership for the East Bay, delivering programs and services that sustainably enhance the region’s human, economic, environmental, and social development. We empower our students to achieve their highest aspirations. We develop leaders who create opportunities and transform lives. Together with our partners, we provide our diverse students and communities with equitable access to the educational resources, experiences, and life-long opportunities to meet and exceed their goals. In part, the Peralta Community College District provides accessible, high quality, educational programs and services to meet the following needs of our multi-cultural communities:

- Articulation agreements with a broad array of highly respected Universities;
- Achievement of Associate Degrees of Arts and Science, and certificates of achievement;
- Acquisition of career-technical skills that are compatible with industry demand;
- Promotion of economic development and job growth;
- Foundational basic skills and continuing education;
- Lifelong learning, life skills, civic engagement, and cultural enrichment;
- Early college programs for community high school students;
- Supportive, satisfying, safe and functional work environment for faculty and staff; and
- Preparation for an environmentally sustainable future

Program Mission:

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. 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 sections 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.

Date of Last Comprehensive Program Review:

10/17/2016

Date of Comprehensive Program Review Validation:

II. Reporting Progress on Attainment of Program Goals or Administrative Unit Outcomes

Program Goal or Administrative Unit Outcome (AUO) (As reported in the most recent program review; cut and paste the goal or AUO from the program review document)	Which institutional goals will be advanced upon completion? (circle all that apply)	Progress on goal or AUO attainment (choose one)	Explanation and Comments (If a goal or AUO is revised, please explain and describe the revision. Describe the impediments or detail what can be improved.)
Assessment <ul style="list-style-type: none"> Possess in-depth knowledge of at least two of the following fields, one of which must be outside the U.S.: Ancient and Medieval Europe, Modern Europe, Modern China, Modern Japan, California and the West, Early America, the Civil War, U.S. Women's 	1. PCCD Strategic Goals (list the specific goal here _____). 2. College Goals : (list the specific goal here _____).	Completed: Spring 2017 6/1/17 ____ (date) Revised: _____ (date) Ongoing: _____ (date)	Spring 2017 semester is completed but Fall 2017 is on going. Assessment is constantly being evaluated in both course content and pedagogy.

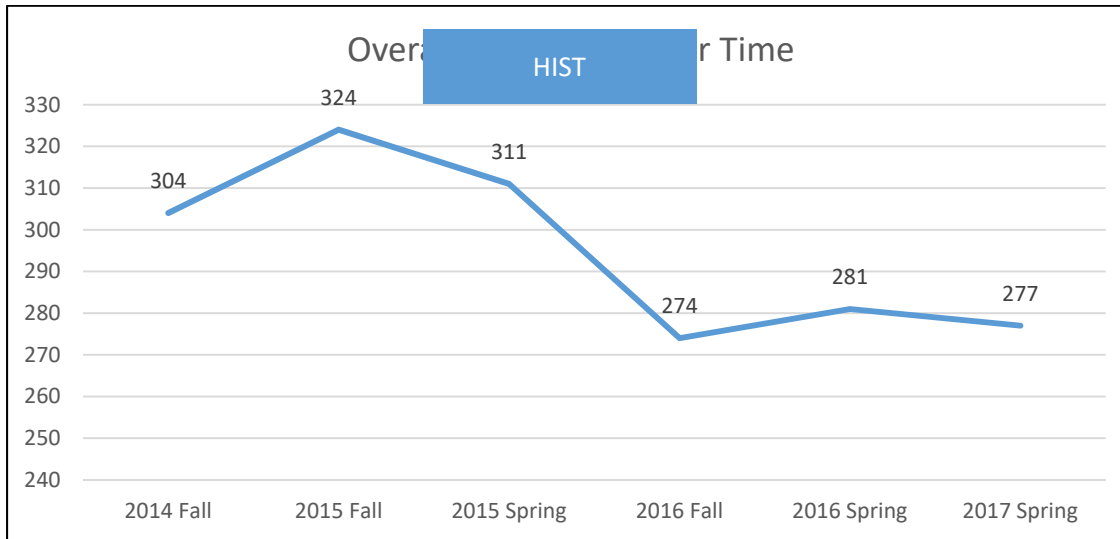
<p>History, American Intellectual History, Native American History, and/or Latin America.</p> <ul style="list-style-type: none"> • Understand major arguments and themes in contemporary historiography, cross-cultural and interdisciplinary approaches to historical study, and humanistic values. • Possess advanced writing and interpretive skills for analyzing both secondary and primary sources, and demonstrate advanced research abilities • Observe the standards of academic integrity and attribution of sources, and practice the values of the historical profession, including ethics and standards for work in research libraries, on the Internet, at professional conferences, and at interviews for employment 			
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>	Assessment is constantly being evaluated in both course content and pedagogy
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>	

		Ongoing: _____ (date)	
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>	Assessment is constantly being evaluated in both course content and pedagogy
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>	
Other Program Improvement Objectives or Administrative Unit Outcomes	<p>1. PCCD Strategic Goals (list the specific goal here _____).</p> <p>2. College Goals: (list the specific goal here _____).</p> <p>_____.</p>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: _____ (date)</p>	
Other Program Improvement Objectives or Administrative Unit Outcomes	<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>	

III. Data Trend Analysis

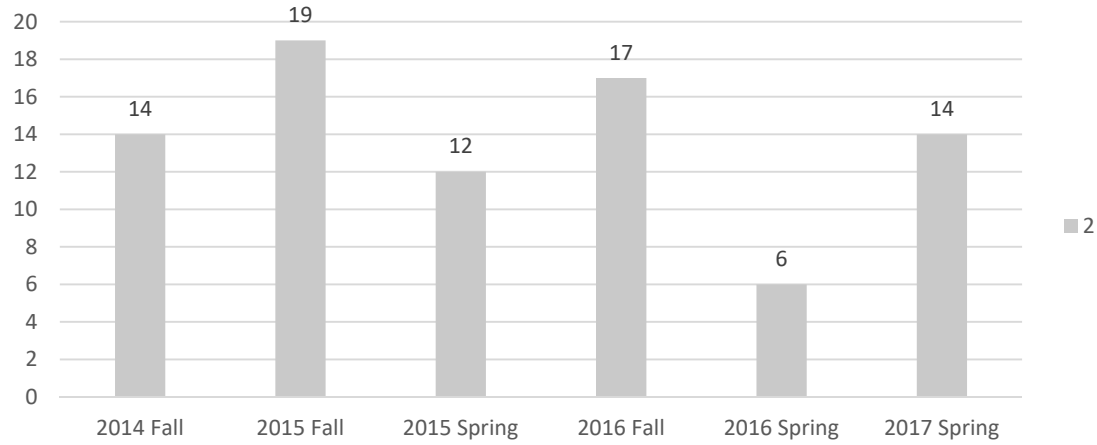
Please review and reflect upon the data for your program. Data is available via the hyperlinks below, on the COA Program Review page, as well as on your program’s individual Program Review/APU webpage (accessible [here](#)) under Program Information. Then describe any significant changes in the following items and discuss what the changes mean to your program. Focus upon the most recent year and/or the years since your last comprehensive program review.

A. [Student Demographics](#) (age, gender, ethnicity, special populations). Comments about changes:



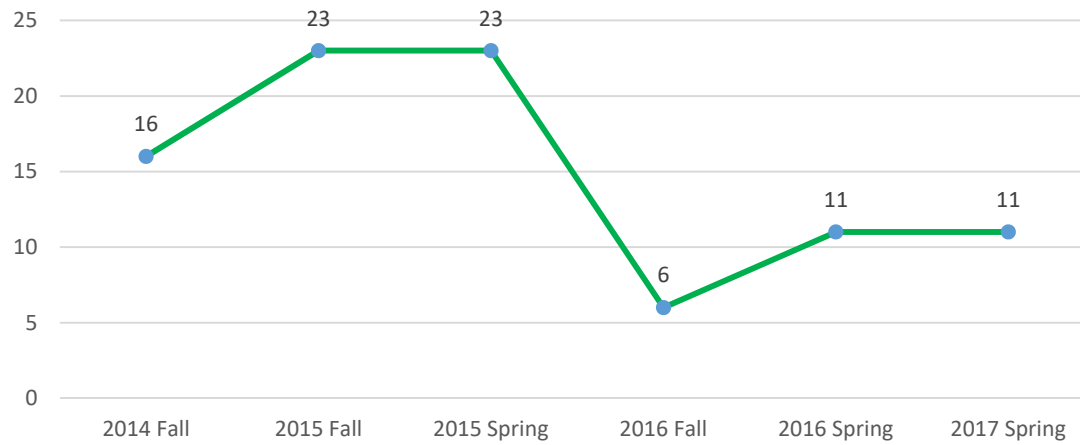
Students with Disabilities

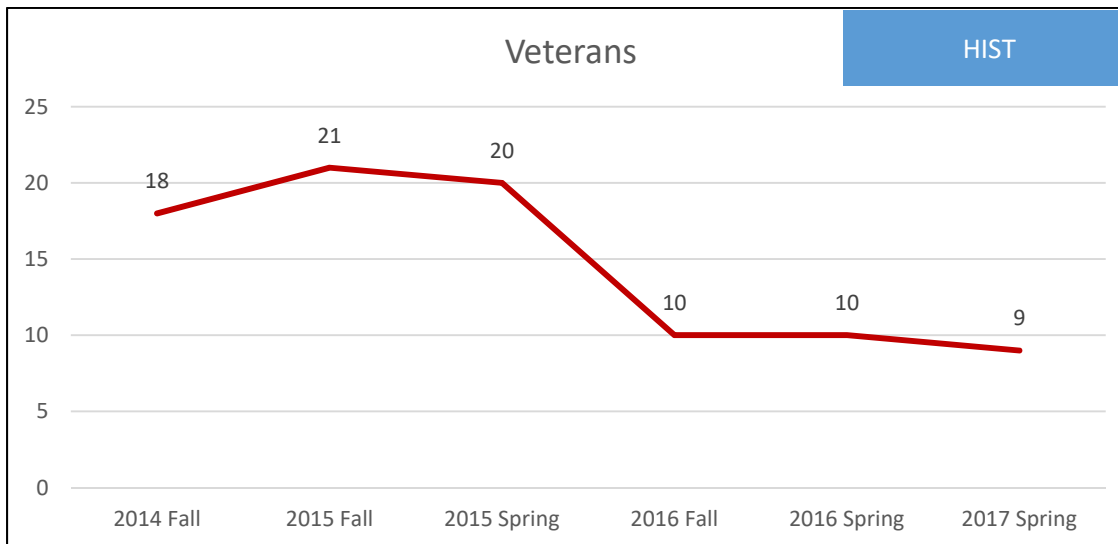
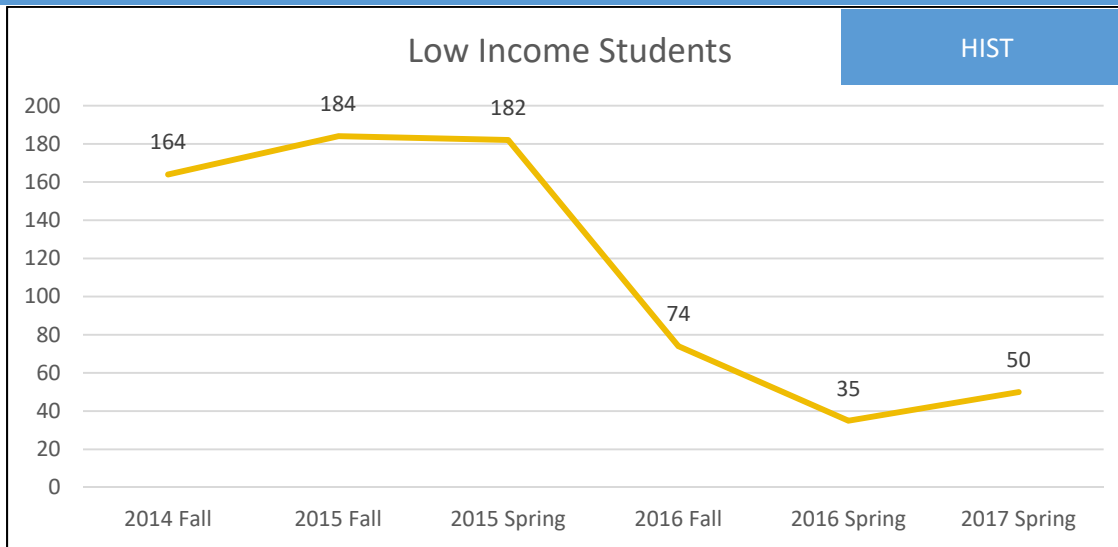
HIST



Foster Youth

HIST

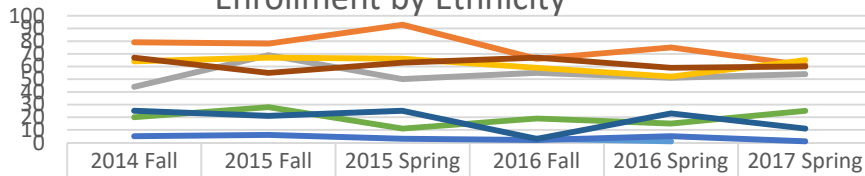




B. Enrollment (sections, course enrollment, [productivity](#), # of student contacts, etc). **Comments about changes:**

HIST

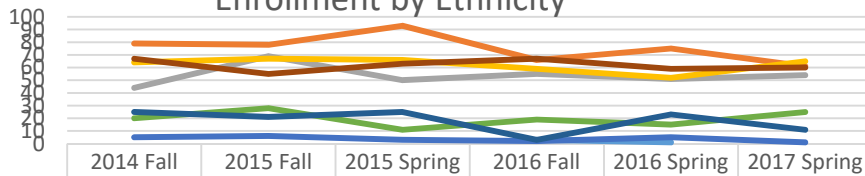
Enrollment by Ethnicity



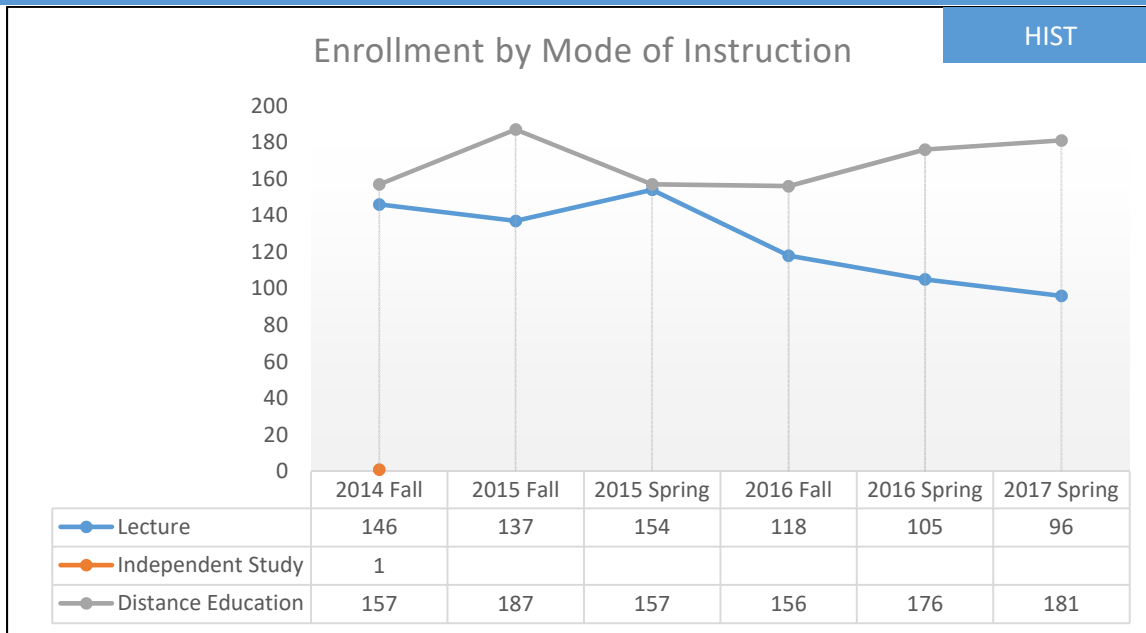
	2014 Fall	2015 Fall	2015 Spring	2016 Fall	2016 Spring	2017 Spring
American Indian				3	1	
Asian	79	78	93	66	75	61
Black / African American	44	69	50	55	51	54
Hispanic / Latino	64	67	66	59	52	65
Pacific Islander	5	6	3	2	5	1
Two or More	20	28	11	19	15	25
Unknown / NR	25	21	25	3	23	11
White	67	55	63	67	59	60

HIST

Enrollment by Ethnicity



	2014 Fall	2015 Fall	2015 Spring	2016 Fall	2016 Spring	2017 Spring
American Indian				3	1	
Asian	79	78	93	66	75	61
Black / African American	44	69	50	55	51	54
Hispanic / Latino	64	67	66	59	52	65
Pacific Islander	5	6	3	2	5	1
Two or More	20	28	11	19	15	25
Unknown / NR	25	21	25	3	23	11
White	67	55	63	67	59	60



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

The most notable difference in enrollment trends are the number of veterans enrolled are trending up. College of Alameda’s History department has been steady in all other enrollment metrics. The biggest challenge to our department’s enrollment numbers is competing departments within Peralta (Laney, Merritt, and BCC). We have been able stay competitive due to the number of online courses offered, both online and hybrid, in all dynamically dated semesters. In addition, we have faculty who are willing and able to teach courses in all formats and short-term sessions.

Department	HIST
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Average of Success Rate Term	Course Name	AFRI-AM HIST: 1865-1945	AFRI-AM HIST: AFRICA TO 1865	HIST EUROPEAN CIVIL	HIST LATIN
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				AMERICA	
2016 Fall	67%	0%	63%	52%	
2017 Spring	38%		82%	60%	
Grand Total	47%	0%	72%	56%	

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

2016 Spring	51.88%	64.39%	56.48%
2017 Spring	50.98%	70.61%	59.99%

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

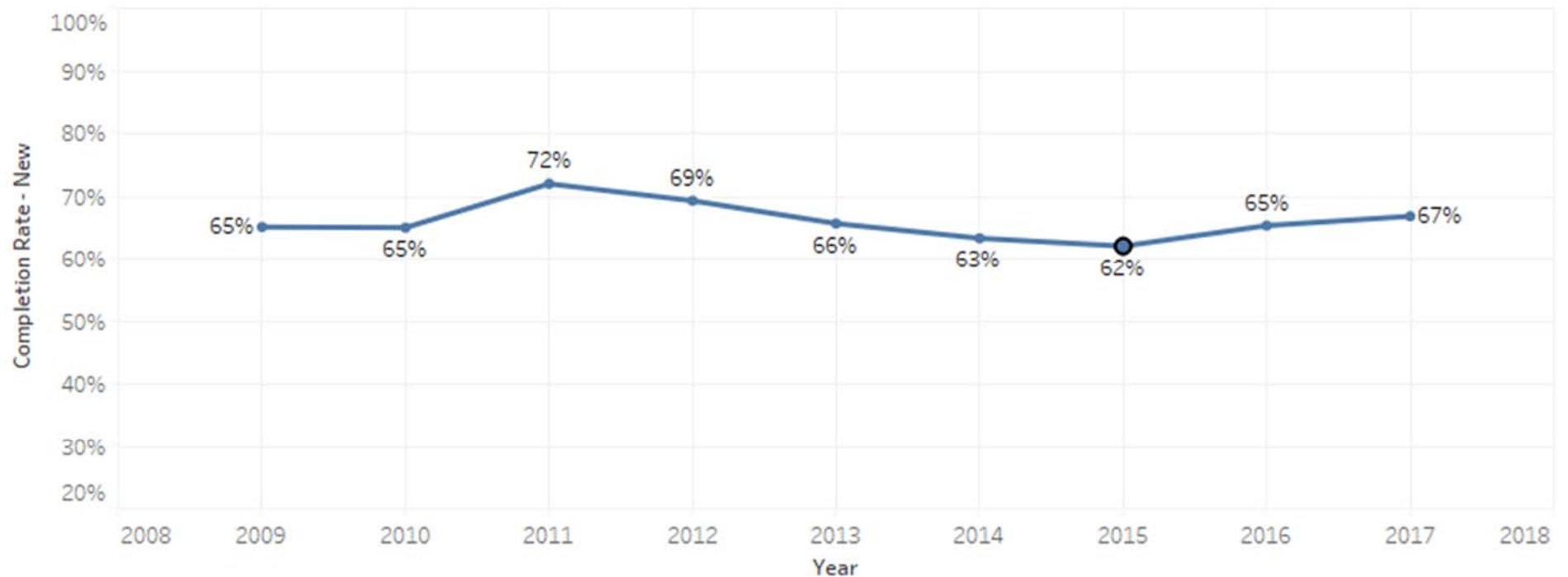
IV. Equity

- 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, students 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?
- Please review the SSSP plan, Equity plan, and Basic Skills plans at your college – these plans are available online [here](#) under Program Planning & Assessment. 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?

Group 1

Campus
College of AlamedaSemester
AllDepartment
HISTCatalog Description
AllCatalog Number
AllDistance Education
AllAge Range
AllGender
AllEthnicity
AllDsps
AllLow Income
AllVeteran
AllFoster Youth
All

Completion Comparison - Group 1



	Year									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	
Completion Rate - New	65%	65%	72%	69%	66%	63%	62%	65%	67%	
Success Count	637	755	800	777	871	869	853	815	381	
Total Graded	978	1,161	1,111	1,121	1,326	1,372	1,374	1,247	570	

Group 2

Campus
College of AlamedaSemester
AllDepartment
HISTCatalog Description
AllCatalog Number
AllDistance Education
AllAge Range
AllGender
AllEthnicity
AllDsps
AllLow Income
AllVeteran
AllFoster Youth
All

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, both online and traditional. The department has lead the college in incorporating online, hybrid, and dynamically dated courses, and we will continue to do so. 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 s. 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 trends.

- 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.

I. Course SLOs and Assessment

	Fall 2017
Number of active courses in your discipline	15
Number with SLOs	15
% SLOs/Active Courses	10
Number of courses with SLOs that have been assessed	15
% Assessed/SLOs	88
Describe types of 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 your SLO assessment progress

Spring 2017

History 7A

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

History 7B

81% of students' achieve 70% or higher in all assessments

History 19

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

Fall 2016

History 2A

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

History 7A

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

History 7B

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

History 8A

81% of students' achieve 70% or higher in all assessments

History 19

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

- 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. Course evaluations are a accurate tool to**

determine if a course is not meeting the minimum requirements for effective instructor-student contact or dialogue.

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).

Other than expanding our course offerings, we will continue to offer courses in off site locations (charter school, etc.). Beyond that the department will continue to focus all efforts on 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			
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. Prior-Year Resource Utilization Self-Evaluation

Please review your total resource allocations and expenditures from the last academic year and evaluate your use of those funds. A link to the actual revenues and expenses for your program can be found on [your program's page](#) – see the Prior Year Resource Utilization Self Evaluation **Template**.

Funding Source	2016-17 Funding Allocated	2016-17 Funding Expended	Net Expended	Please describe the impact of these expenditures on your <u>Program Goals</u>	If you have quantitative evidence of the impact of these expenditures, please provide it here	Please describe the impact of these funds on your <u>students' outcomes</u>	If you were not able to utilize all of your resources last year, please explain	With which of the College's 10 college goals do these expenditures best align? (See tab below)
General Fund								
Instructional Equipment								
Instructional Supplies								
Fund 10								
Measure A								

Strong Workforce								
Perkins								
Equity								
Basic Skills								
Work-Study								
Other								
TOTAL								

VIII. 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.

Human Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste 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)
No human resources are being requested.						

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

New technology plays an important role in helping to facilitate instructor. But it cannot fix, nor “cover” poor instruction. Faculty must have access to resources that allow for the incorporation new tools, apps, and software to help aid instruction. This will cause a positive domino effect of increased student retention and completion rates.

Technology and Equipment Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste 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)
No requests are being made at the moment.						

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

At moment, the History department has been displaced due to the accumulation of hazardous mold in the shared office spaced. We have been moved to a communal site shared by four other departments. It is not ideal and cannot continue. The repairs need to completed as soon as possible. We were told the displacement would last two weeks. We are at the two month point. This cannot continue.

Facilities Resource 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)

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)

Approved by the District Academic Senate, May 20, 2016

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