



College of Alameda

2020-21 Program Review – History

Program Overview

Please provide your program’s mission statement.

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. 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.

List your program faculty and/or staff

Jeffrey Sanceri
Meredith Story

List your program goals from your most recent Program Review or APU. Then, provide an update on the status of the goal. Has your program achieved the goal? Have any of your goals been revised or any still in progress? Lastly, make sure to discuss which College or District goal your program goal aligns to.

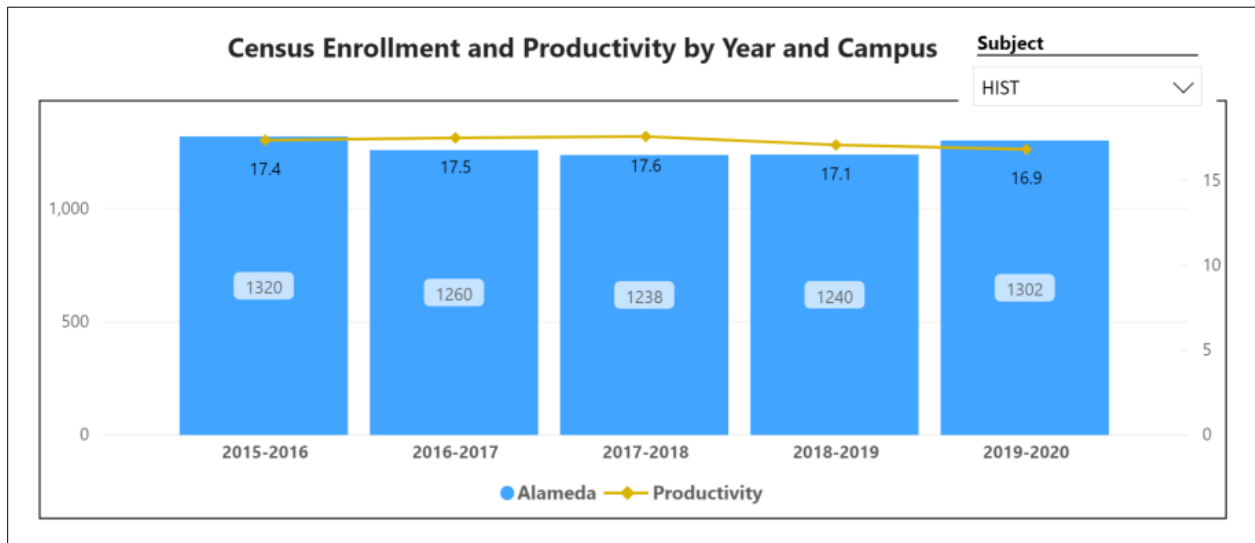
If no program goals exist or if this is your first program review, work to create 2-3 goals and align them with a College or District goal.

Program Goal	Which college or district goal is aligned with your program goal?
Continue to support our online course offerings	
Continue to support faculty teaching online	

Describe your current utilization of facilities, including labs and other space

Other than students using the writing lab, as a discipline, we don't utilize campus facilities.

Enrollment Trends



Consider the most recent 3 to 5 years when answering the questions below.

Enrollment Trends Dashboard link

Discuss enrollment trends over the past three years

For additional analysis, click on the Enrollment Trends Dashboard, set the filters to Alameda and your discipline

Overall, our Enrollment trend is very steady, and has been since we as a department began offering more sections online. In the past three years we have seen enrollment decline as a college. Our department has not. Every indication is pointing towards a continuation of this steady trend of enrollment. One area that has experienced a steady decline is the continued erosion of the number of sections we are allowed to offer.

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College	Subject	Year	Time of Day	Census Enrollment	Total FTES	Total FTEF	Productivity
Alameda	HIST	2015-2016	DAY	1215	121.87	7.01	17.4
Alameda	HIST	2015-2016	EVENING	105	10.5	0.6	17.5
Alameda	HIST	2016-2017	DAY	1167	116.72	6.59	17.7
Alameda	HIST	2016-2017	EVENING	93	9.38	0.6	15.6
Alameda	HIST	2017-2018	DAY	1152	114.49	6.6	17.4
Alameda	HIST	2017-2018	EVENING	86	8.74	0.4	21.9
Alameda	HIST	2018-2019	DAY	1192	118.43	7	16.9
Alameda	HIST	2018-2019	EVENING	48	4.8	0.2	24
Alameda	HIST	2019-2020	DAY	1262	125.8	7.4	17
Alameda	HIST	2019-2020	EVENING	40	2.29	0.2	11.4

In the enrollment dashboard, set the filter to consider whether the time of day each course is offered meets the needs of students.

Are courses scheduled in a manner that meets student needs and demands? How do you know?

Yes. We continue to monitor these trends and have been moving more and more sections online as the demand for History courses dictates. 20 years ago, we offered a number of sections at night, plus a weekend option. Five years ago, we could not ignore that online courses filled faster. We will continue to closely monitor the trends.

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

The History department has been out front not only creating and offering online courses but requiring best practices in the design of the course. Assignments that require weekly discussion threads help promote learning and social engagement.

How is technology used by the discipline, department?

Prior to the Covid 19 pandemic and subsequent shelter-in-place, 80% of our course offerings incorporated various technological tools to aid in instruction. Currently that trend continues as a department.

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

Training. Although all of the faculty in the department are trained in best practices in online pedagogy, staying current is strongly recommended. The District Distance Education department offers frequent courses on a variety of new tools within Canvas, as well on best practices in online pedagogy. Our faculty are frequently enrolled.

Curriculum

Please review your course outlines of record in Curriqunet to determine if they have been updated or deactivated in the past three years



<https://peralta.curricunet.com/>

Specify when your department will update each one, within the next three years.

All of our courses are up to date.

Please summarize curriculum plans and improvements for your discipline, department and or program of study.

Due to the pandemic and its impact on Community Colleges in the Bay Area, moving forward we will remain online for the foreseeable future. Enrollment trends are showing what students desire and we need to "flexible" to meet their needs. What we cannot control is the number of sections being cut.

Student Learning Outcomes Assessment

List your Student Learning Outcomes

1. Demonstrate a degree of mastery of the discipline of History: As one of the core disciplines of the liberal arts, history provides a classic mode of learning. By studying the past, a History major learns to think with objectivity, to write with logic and accuracy, to organize and assess evidence, to analyze problems and interpret complex events. In essence, students who major in History learn how to learn. History's special appeal, however, comes from its distinctive subject matter, the human past.
2. Demonstrate a degree of proficiency of Historical critical thinking: to better access, evaluate, and interpret ideas found in History and information enabling people so disciplined to communicate effectively, reach conclusions, and solve problems.

Were there any obstacles experienced during assessment? What worked well? (Mainly based on evidence in the report, attach other evidence as necessary)

No problems were experienced with assessment.

What percent of your programs have been assessed? (mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program Learning Outcomes (PLOs) have been assessed for that program)

All Courses in the department have an assessment that is agreed upon.

How has your dept worked together on assessment (planning together)? Describe things that went well or obstacles. What aspects of assessment work went especially well in your department and what improvements are most needed?

Planning Process

Our department and college in general operates in a consistent of state of crisis due to college wide low enrollment, constant upper management turnover, lack of resources, and demand for reports based on data very few can interpret (remember, we are historians not statisticians). In spite of this the department meets periodically to discuss where we are as a department and what direction we should move.

Collaboration

As best as we are able, the department focuses on the most immediate crisis and attempts to come up with solutions we are capable of resolving.

Leadership Roles

Data Analysis

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning? In other words, how has your department used the results of assessment to improve student learning and/or curriculum? Please be as detailed as possible.

Other than enrollment data which is generally higher than the college norm, very little from our assessment data is actionable to make changes in curriculum.

Does your department participate in the assessment of multidisciplinary programs? If Yes, describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

Collaboration does occur with African American Studies on the potential for new courses or even the creation of an Ethnic Studies program. But beyond discussion, very little is accomplished due to college wide low enrollment.

College of Alameda Institutional Learning Outcomes (ILOs) were created to guide educational programs and services. They include:

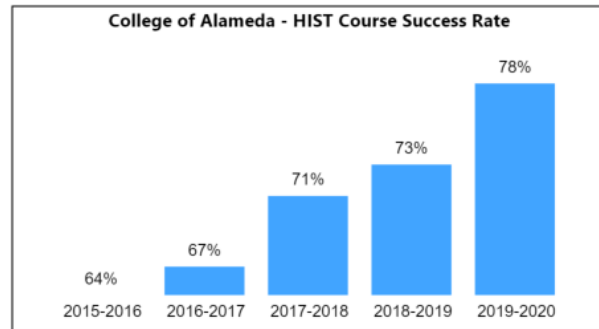
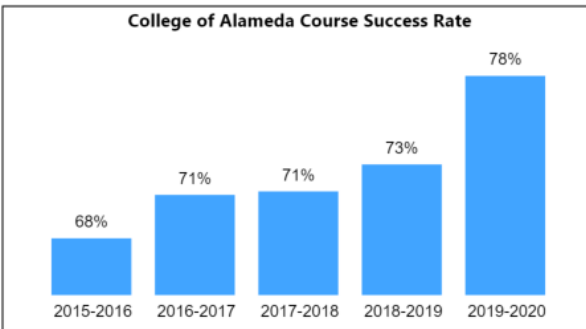
- **Problem Solving:** Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
- **Communication and Technology:** Use technology and written and oral communication to discover, develop, and relate critical ideas in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

How does your department participate in assessing the Institutional Learning Outcomes (ILOs)? If your department has not participated, how will you plan to incorporate these outcomes within your department?

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

I suppose access to students enrolled in our courses beyond the one semester, would be best to determine how we as a college or a department can create actionable plans. But we do not have that ability. What is created, in terms of action plans, are simply assumptions.

Course Completion



Consider your course completion rates over the past three to five years (% of student who earned a grade of "C" or better).

Course Completion Dashboard link

How do the course completion rates for your program or discipline compare to your college's Institution-Set Standard for course completion of **67%**?

Other than 2015/2016 and 2016/2017 our course completion rates mirror the college completion rates.

How do the department's Hybrid course completion rates compare to the college course completion standard? Use the course completion dashboard to disaggregate.

The departments completion rates are higher in our Distance Education courses. As a result, when possible, we have moved more sections online.

Are there substantial differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department, or program address this? How do you assess the overall effectiveness of Distance Education/hybrid course?

Prior to the Covid 19 pandemic, we only offered four sections (out of nine) face to face. After March 2020, all sections are online, and our completion rates are better overall.

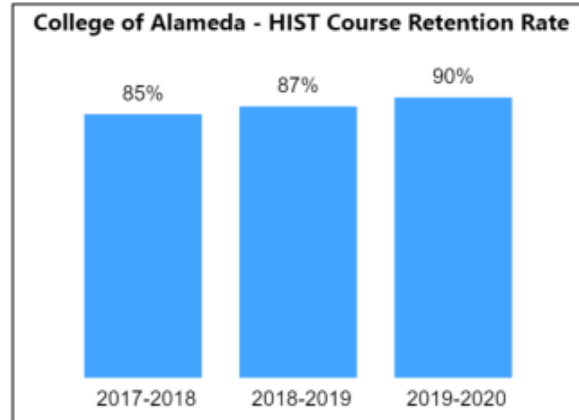
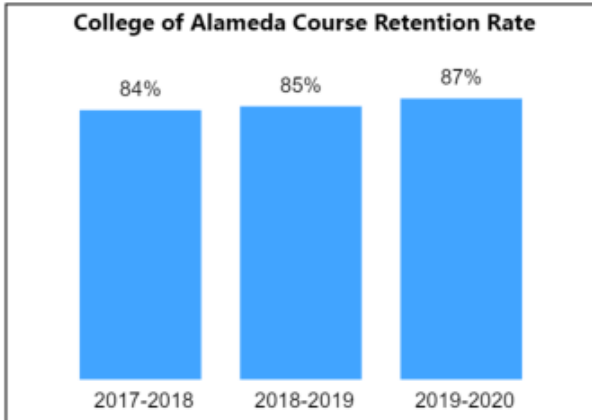
Are there substantial differences in course completion rates between courses taught during the day compared to evening course? If so, how does the discipline, department, or program address this?

Presently, no courses are offered at night or during the day. As such, comparisons are strictly anecdotal.

If your program offers dual enrollment courses, examine the data, and discuss the course completion rates compared to the overall program rate.

Our department offers no Dual Enrollment courses.

On average the course retention rate (number of students are retained in the course) for College of Alameda has been **85%** for the past three years. Examine the course retention rates for your program over the last three years. How does your program or discipline course retention rates compare to the college?



Our department retention rates the past three academic years are similar, if not slightly higher than the college average. One reason is we have moved more courses and sections online. We, as a department, have concluded the increase retention rate, when compared to the college average, is directly related to more sections offered online and sound design principles in those online courses.

College of Alameda continues to focus on access, equity, and success. The goal is to create an inclusive environment where all students can thrive and meet their education and career goals.

To address equity gaps and work towards achieving equity in educational outcomes, examine your program data for evidence of disproportionate impact (DI). When disaggregating course success rates, are there any groups whose course completion rate falls more than 3 percentage points below the discipline average? If so, identify them and explain what your department is doing to address the disproportionate impact for the group.

Note: The following tables reflected use 2018-19 program data to calculate DI. Groups with 10 students or less have been excluded from this analysis

Age Range

Cohort Name	Cohort Count	Outcome Count	Success Rate	Point Gap Index	MOE
16-18	136	103	75.7	3.22	-7.47
19-24	757	564	74.5	4.25	-3.17
25-29	149	96	64.4	-9.60	-7.14
30-34	81	53	65.4	-7.96	-9.68
35-54	95	71	74.7	2.03	-8.94
55-64	13	10	76.9	4.10	-24.17
Overall SR (Includes Comparison Group)	1,231	897	72.9		

Ethnicity and Gender

Cohort Name	Cohort Count	Outcome Count	Success Rate	Point Gap Index	MOE
Asian - Female	257	209	81.3	10.61	-5.43
Asian - Male	217	181	83.4	12.72	-5.91
Black / African American - Female	97	56	57.7	-16.53	-8.84
Black / African American - Male	74	50	67.6	-5.42	-10.12
Hispanic / Latina - Female	188	107	56.9	-19.23	-6.35
Hispanic / Latino - Male	114	80	70.2	-3.06	-8.15
Two or More - Female	33	25	75.8	3.01	-15.16
Two or More - Male	38	31	81.6	8.91	-14.12
Unknown / NR - Female	14	11	78.6	5.90	-23.27
Unknown / NR - Male	19	11	57.9	-14.78	-20.25
White - Female	93	72	77.4	4.75	-8.94
White - Male	76	57	75.0	75.00	-10.13

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Students with Disabilities (DSPS), First Generation, Foster Youth, Low Income or Veterans

Cohort Name	Cohort Count	Outcome Count	Success Rate	Point Gap Index	MOE
DSPS/SAS	48	32	66.7	-4.85	-12.79
First Gen	639	459	71.8	0.75	-3.50
Low Income	904	645	71.3	-0.06	-2.95
Veterans	19	15	78.9	7.66	-20.32

What has the discipline, department, or program done to improve course completion and retention rates?

Based on the data above, the department can do very little when upper administration (district) continues to cut sections. When we make efforts and plan to offer a new History courses focused on African Americans or Latinos, new rounds of cutting sections occurs, thus ending that attempt.

Degrees & Certificates Conferred

Academic Year	College	Subject	Description	Degree Type	Award Counts
2016-2017	Alameda	HIST	History	Associate in Arts	3
2016-2017	Alameda	HIST	History AA-T	Associate in Arts for Transfer	2
2017-2018	Alameda	HIST	History	Associate in Arts	2
2017-2018	Alameda	HIST	History AA-T	Associate in Arts for Transfer	2
2018-2019	Alameda	HIST	History AA-T	Associate in Arts for Transfer	3
2019-2020	Alameda	HIST	History	Associate in Arts	1
2019-2020	Alameda	HIST	History AA-T	Associate in Arts for Transfer	2

Since the last program review, what has the discipline, department, or program done to improve the number of degrees and certificates awarded?

As a department we are committed to offering more sections online. We would love to be given the support and opportunity to create a completely online degree program.

For more information on awards: [**Degrees & Certificates Dashboard link**](#)

Increasing the number of students who complete a certificate or degree is a shared goal across CoA's Ed Master Plan Goals, PCCD Goals, the Chancellor's Office Vision for Success, the Student-Centered Funding Formula, and Guided Pathways. What is planned for the next 3 years to increase the number of certificates and degrees awarded?

Degrees/certificates are difficult due to the continued and steady cutting of sections that has accelerated the past three years. We are in danger of cutting ourselves out of existence.

Engagement

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

In the past three years:
Chair of Chairs Committee
Distance Education Committee
District Technology Committee
College Technology Committee
Peralta Federation of Teachers Union

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

N/A

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

We have one part-time faculty. Thus, communication is simple. Another round of section cutting, we will no longer have this part time faculty member.

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost
Personnel: Classified Staff N/A				
Personnel: Student Worker N/A				
Personnel: Part Time Faculty N/A				
Personnel: Full Time Faculty N/A				

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed		
Professional Development: Personal/Individual PD needed		

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software		
Supplies: Books, Magazines, and/or Periodicals		
Supplies: Instructional Supplies		
Supplies: Non-Instructional Supplies		
Supplies: Library Collections		

Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: New	Replacement of computer technology and equipment needs to occur every three years or else it becomes obsolete.	
Technology & Equipment: Replacement	Replacement of computer technology needs to occur every three years or else it become obsolete.	

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms N/A		
Facilities: Offices N/A		
Facilities: Labs N/A		
Facilities: Other N/A		

Resource Category	Description/Justification	Total Estimated Cost
Library: Library materials N/A		
Library: Library collections N/A		

Resource Category	Description/Justification	Total Estimated Cost
Other		