

PROGRAM REVIEW Fall 2017

Program: History

Division: CATTSS

Date: 8-15-2017

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SLO/SAO Point-Person: Stuart McElderry

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Time Frame: This Program Review should reflect on program status during the 2016-17 academic year. It should describe plans starting now and continuing through 2017-18. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section is a review of curriculum. Only programs with curriculum need to complete Section 2. The third section is a CTE update, to be completed by CTE programs only.

Topics: A list of topics of particular interest to Program Review readers can be found here:

<https://goo.gl/23jrxt>

Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 13.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 16

Links:

Program Review Home Page: <https://goo.gl/XATqjJ>

Fall 2016 Program Review Updates : <https://goo.gl/YV8QOt>

Frequently Asked Questions: <https://goo.gl/ilhRtt>

Section One: Program Snapshot

A. Data Review: Describe any significant changes to your program's data since last year's Program Review Update (Fall 2016).

Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (<https://goo.gl/b59nCy>)
- CEMC Data
- Labor Market Data
- SLO/SAO Data

<p>Fall Semester We noticed an increase in fall enrollment; a noticeable decrease in African-American students; and a noticeable increase in Asian-American students. We are not able to discern would account for both the decrease or increase in each case.</p> <p>Spring Semester There was an increase in headcount and enrollment</p>

B. Changes to Program and Needs: Describe any significant changes to your program or your program's needs since the previous Program Review Update (Fall 2016).

<p>During the past academic year we revised and increased the number of SLOs for History 1, 2, 7, and 8</p> <p>We updated course outlines for History 7, 8, 14, and 32</p> <p>John Rosen joined the Tri-Valley Historical Council in order to connect the college with local libraries, historical societies, parks, etc.</p>	<p>Mark an X next to each area that is addressed in your response.</p> <p>Definitions of terms: https://goo.gl/23jrxt</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%; text-align: center;">X</td><td>Community Partnerships/Outreach</td></tr> <tr><td style="text-align: center;">X</td><td>Curriculum*</td></tr> <tr><td></td><td>Enrollment Management</td></tr> <tr><td></td><td>External Factors</td></tr> <tr><td></td><td>Facilities,** Supplies and Equipment (Including Software)</td></tr> <tr><td></td><td>Financial/Budgetary</td></tr> <tr><td></td><td>Human Resources</td></tr> <tr><td></td><td>Learning Support</td></tr> <tr><td></td><td>LPC Planning Priorities https://goo.gl/LU99m1</td></tr> <tr><td></td><td>Pedagogy</td></tr> <tr><td></td><td>Professional Development</td></tr> <tr><td></td><td>Services to Students</td></tr> <tr><td style="text-align: center;">X</td><td>SLO/SAO Process</td></tr> <tr><td></td><td>Technology Use</td></tr> </table> <p>*Curriculum will also be</p>	X	Community Partnerships/Outreach	X	Curriculum*		Enrollment Management		External Factors		Facilities,** Supplies and Equipment (Including Software)		Financial/Budgetary		Human Resources		Learning Support		LPC Planning Priorities https://goo.gl/LU99m1		Pedagogy		Professional Development		Services to Students	X	SLO/SAO Process		Technology Use
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	addressed in Part 2 (Curriculum Review).
	**Facilities will also be addressed in Question H.

C. Reflection: What plans from the [2016 Program Review Update](#) or any [previous Program Reviews/Updates](#) have been achieved and how?

We continued to develop and improve our SLOs and PSLOs, which was among the priorities for the program last year.	Mark an X next to each area that is addressed in your response.	
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	<input type="checkbox"/>	Community Partnerships/Outreach
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<input type="checkbox"/>	Technology Use	
*Curriculum will also be addressed in Part 2 (Curriculum Review).		
**Facilities will also be addressed in Question H.		

D. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions A, B or C).

Our course outlines for history 7 and 8 were approved to meet the CSU institutions requirement.	Mark an X next to each area that is addressed in your response.	
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	<input type="checkbox"/>	Community Partnerships/Outreach

	X	Curriculum*
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E. Obstacles: What obstacles has your program faced in achieving plans and goals?

<p>With the high demand for classroom space on campus, the challenge of securing classrooms during peak class times is sometimes still a problem (as explained in last year's program review). Our core classes typically have full enrollments and wait lists to begin the semester. When classrooms are not available our program is only able to continue growing via online sections, which is not in the best interest of the program and our students.</p> <p>Because the SLOs for several of our courses needed to be updated and revised, we were not able to compile useful SLO data for most of our courses during the academic year.</p> <p>In addition, early in the spring semester several of our instructors encountered a problem with elumen in which SLO data was not retained in the system. Even though this problem appeared to be resolved by the end of the semester, some of our part-time instructors ended up not entering any fall SLO data that they had into elumen.</p>	Mark an X next to each area that is addressed in your response.	
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	**Facilities will also be addressed in Question H.
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F. Short Term Planning: What are your most important plans (either new or continuing) for next year?

Continuing the revision/updating of our CSLOs to make them more specific to the content of each course. Specifically, we will update the CSLOs for History 14, 25, 28, and 32. As we continue to revise the CSLOs, full- and part-time faculty will need to work together to consider the ways in which any data generated in connection with our new CSLOs can be used to strengthen the program in a useful and meaningful way (beyond what we already do as educators; i.e., assessing our regular assignments and exams to determine areas of student achievement and identifying those areas in our own teaching can be improved and/or enhanced).	Mark an X next to each area that is addressed in your response.
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G. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

A long-term goal for the program is to diversify course offerings and to develop curriculum in non-western history, including world history. Achieving this goal will be contingent upon hiring a fourth full-time faculty member with an expertise in that subject area.	Mark an X next to each area that is addressed in your response.
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	X <input checked="" type="checkbox"/> Curriculum*

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H. Do you have any facilities needs that are currently unmet? If yes, please describe.

See Section E above

I. Mission: Explain how your program’s plans and accomplishments support the mission of Las Positas College:

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students’ transfer, degree, basic skills, career-technical, and retraining goals.

Revising our course outlines for History 7 and 8 to ensure that they continue to meet the CSU Institutions requirement supports the college’s commitment to support our students who seek to transfer to a four-year program. Our long-term plans to diversify our curriculum will also support this aspect of the college mission. By thinking of new ways to connect our program to the wider community, our program’s plans also contribute to the college’s mission as an ‘inclusive learning-centered institution.’”

J. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? X yes _____no

(This data can be found here: <https://goo.gl/b59nCy>)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

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K. SLO/SAO Reflection: Describe an example of how your program used course SLO data (CSLOs), Student Service Area Outcome (SAO) data or Program SLO data (PSLOs) from last year (2016-17) to impact student learning or achievement. Focus on PSLOs or CSLOs where you have multiple semesters of data to analyze. (Copy the box below if you would like to discuss multiple examples.)

Course Name, Program Name or Student Service Area: Hist 7
Text of the CSLO, SAO, or PSLO: Upon successful completion of history 7, students should be able to locate, interpret, and analyze various types of historical sources.
Describe the quantitative or qualitative results: Not applicable/insufficient data
Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future: The History program did not identify any CSLOs or PSLOs to analyze during the 2016-2017 academic year. Most of the courses only had one SLO, and the main task last year was to revise and develop new SLOs for our most popular courses (Hist 1, 2, 7, and 8). Because the existing SLO was general and not entirely course-specific, the program concluded that it would not be beneficial/fruitful to analyze the data. In addition to creating new CSLOs, one of the tasks for the history program will be to coordinate with part-time faculty and discuss ways in which our new SLOs can be assessed and how, as a program, we will go about analyzing quantitative and qualitative results. Although each instructor will cover the same content in a course like History 7, the materials, methods, and assessments used varies with each individual instructor (many of who are part-time). Our plan is to meet at least once during this year with as many faculty as possible to discuss plans for assessing targeted SLOs for the current academic year and to discuss how we might use the data to improve student achievement in our respective courses as well as the program as a whole.
What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes in student achievement? N/A

L. Plans for Analysis of SLO/SAO Data: Identify the PSLOs, CSLOs, or SAOs that your program plans on focusing on the upcoming year with subsequent analysis. (Copy the box below as needed.)

Circle One: CSLO PSLO SAO
Course, Program Name, or Student Service Area: Hist 8

Text of CSLO/PSLO/SAO: Upon completion of History 8, students should be able to identify the major political developments in the United States since 1877

If you plan on analyzing a PSLO, identify the CSLOs that feed into the PSLO that will need to be assessed.

Circle One:

CSLO PSLO SAO

Course, Program Name, or Student Service Area:

Hist 8

Text of CSLO/PSLO/SAO: Upon completion of History 8, students should be able to identify the major social and cultural developments in the United States since 1877

If you plan on analyzing a PSLO, identify the CSLOs that feed into the PSLO that will need to be assessed.

**Section Two: Curriculum Review
(Programs with Courses Only)**

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

History 1 and 2

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

No

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

No

**Section Three: CTE Updates
(CTE Programs Only)**

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program not represent unnecessary duplication of other training programs in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

Not Applicable

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

Not Applicable

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

Not Applicable

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

Not Applicable

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

Not Applicable

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings**? If not, what program improvements may be made to increase this metric?

Not Applicable