

PROGRAM REVIEW Fall 2019

Program: History

Division: SLPC

Date: October 18

Writer(s): Dr. Teri Ann Bengiveno & Dr. John Rosen

SLO/SAO Point-Person: Dr. John Rosen

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.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g. Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2019-20 academic year. It should describe plans starting now and continuing through 2020-21. 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 has specific questions to be filled out by all programs this year. The third section is a review of curriculum. The fourth section is a review of data for CTE programs. Only programs with curriculum need to complete Section 3, and only CTE programs need to complete Section 4.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

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 21.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 21.

Links:

Program Review Home Page: <https://bit.ly/2Y0j7fW>

Fall 2018 Program Review Updates : <https://bit.ly/2GIWzsM>

Frequently Asked Questions: <https://bit.ly/2DHLnfj>

Section One: Program Snapshot

No Significant Changes Option

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot.

Programs must still complete all other sections (as applicable).

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: Fall 20_____.

- A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.**

Examples of program descriptions can be found here: <https://bit.ly/2VwjNvZ>

The History program currently offers nine courses, four of which are general introductory-level survey courses (History 1 and 2 – Western Civilization; and History 7 and 8 - United States History). The courses cover more specialized topics (California, the American West, American Indian history, and Women's history). There are no prerequisites for our courses, nor is there a required sequence of history courses (for example, a student can take History 8 before taking History 7, even though it makes more sense to take them in order). All of our courses are capped at 44 students, and frequently fill up. The program offers multiple courses in the DE format and is frequently asked to offer additional DE sections.

- B. IR Data Review: Describe any significant trends in your program's data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.**

IR Data packets are available here: <https://bit.ly/2lYaFu7>

Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

The program met the target success rate. Fall data indicates a steady increase in headcount enrollment, a slight decrease of female students; increase of male students; decrease of African American students. Spring data indicates a slight increase of female students; decrease of male students; increase of Latinx students. Both Fall and Spring data shows an increase in DE enrollment as well as an increased DE success rate							
Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	x	Services to Students
x	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy	x	Student Equity
x	External Factors		Learning Support		Professional Development	x	Technology Use

C. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- CEMC Data
- Labor Market Data

The program is consistently asked to add courses, specifically DE sections, to help the college meet target numbers.							
Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	x	Services to Students
x	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development	x	Technology Use

D. Accomplishments: What plans from the [2018 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews. Please highlight any positive impacts to students.

The History Club was approved; meets twice a month; participates in Club Rush and Club Days; sponsors movie nights; takes field trips. The Club also provides both a social and support network for students. The Club devoted some of its meetings to discussing the transfer process and applying (and interviewing) for scholarships. Club members taking the same courses as one another have also used							
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the Club to help each other succeed in those courses. The Club has made a concerted effort to involve itself in the LPC community by partnering with other Clubs (The spring field trip to the Red Oaks Victory Ship and Rosie the Riveter Museum was done with the campus Veterans).

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	<input checked="" type="checkbox"/>	Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy	<input checked="" type="checkbox"/>	Student Equity
	External Factors		Learning Support		Professional Development	<input checked="" type="checkbox"/>	Technology Use

E. Uncompleted Plans: What plans from your 2018 Program Review have not been achieved and why?

The program's goals of 2017 and 2018 were not met. However, both World History courses were approved by the Curriculum Committee. With the resignation of Rajan Gill, the program does not have qualified faculty to teach the World History courses Fall 2020. While the FHPC and the Academic Senate approved the Emergency Hire position for Stuart McElderry, the Interim President did not. The program currently has just two full time Historians for the first time since 2000.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	<input checked="" type="checkbox"/>	LPC Planning Priorities	<input checked="" type="checkbox"/>	Services to Students
<input checked="" type="checkbox"/>	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items	<input checked="" type="checkbox"/>	Human Resources		Pedagogy	<input checked="" type="checkbox"/>	Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

F. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Please highlight any negative impacts for students.

See E. The most pressing need for the program is to fill the two FT faculty positions. The negative impact to students is immeasurable. It is increasingly difficult to hire qualified adjuncts especially for the topic specific History courses, and staffing our current course offerings with our existing part-time pool has been major challenge. Classroom space/availability is at times an obstacle. Some of our instructors use variety of teaching methods and strategies (simulations, role plays, debates, etc.) that necessitate having a room in which students can move around, divide into groups/factions, etc. Rooms such as the 100 portable buildings, where several of our classes are held each semester (because of lack of room availability in more appropriate rooms such as the classrooms in 2400), make such activities extremely difficult to implement. The portable rooms, which are packed tightly with 44 students, are fine for

standard lectures. However they don't lend themselves to other teaching strategies that help our students who find more success through active learning.

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<input type="checkbox"/>	Community Partnerships/Outreach	<input checked="" type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input checked="" type="checkbox"/>	Services to Students
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<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	Technology Use

G. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 20-21.

Hiring the two FT faculty replacement positions. Hiring qualified part-time faculty and expanding our part-time pool.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input checked="" type="checkbox"/>	Services to Students
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<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input checked="" type="checkbox"/>	Technology Use

H. 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).

NA

Mark an X before to each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input type="checkbox"/>	Services to Students

	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
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Section Two: Current Topics (Required for All Programs)

A. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

Program-set standard data can be found on this page:
<http://www.laspositascollege.edu/research/outcomes.php>

(Data for AY 18-19 will be available by the beginning of Fall 2019).

Did your program meet its program-set standard for successful course completion?
 yes no

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

B. SLOs/SAOs: Describe an example of how your program used course SLO data (SLOs) or SAO data from last year (2018-19) to impact student learning, access, achievement, or other services to students. (Copy the box below if you would like to discuss multiple examples).

Course (SLOs only): Hist 8
SLO or SAO: Upon completion of HIST 8, students will be able to analyze major political trends, attitudes, conflicts, and events - including both mainstream and reform efforts - and to explain their historical significance.
Describe the quantitative or qualitative results: Mastery = 73; Above Average = 79; Average = 103; Below Average = 28; No Achievement = 6.
Discuss any actions taken so far (and results, if known): Most of our instructors who reported use a final exam to assess this SLO, and the actions to improve student success revolved around additional exam prep, which included holding extra review sessions outside of class, discussing test-taking strategies with students.

Discuss your action plan for the future: Our main issue with SLOs continues to be getting data and being able to get faculty together to discuss results. Most of our classes are taught by part-time faculty who also teach at other colleges. Even though they are contractually obligated to enter SLO data. We met with some last Spring who had never heard of elumen (even though they had been teaching here for years), and we also learned last year (through the SLO committee) the proper way to plan and push out assessments (that resulted in a slightly higher participation rate in the spring). We have once again updated most of our course SLOs, especially for those that still had outdated SLOs. Another challenge for assessing SLOs is that all of our instructors use different course materials and teaching strategies. We have no plans to require that all instructors for a course (such as History 8) use the exact same materials. Our approach remains (in a traditional pre-elumen sense) to discuss and share strategies that work well for us.

C. Program SLOs (Degree/Certificate granting programs only): Describe an example of how your program used program-level SLO data (PSLOs) from last year (2018-19) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate: History AAT
Program SLO: We have just rewritten all of our Program SLOs. The previous PSLOs were not useful (and were in fact redundant and were not useful in terms of assessing our program).
Describe the quantitative or qualitative results: N/A
Discuss any actions taken so far (and results, if known): Rewrote all of our PSLOs in Fall 2019
Discuss your action plan for the future: Our future plan will be to determine the value of our new PSLOs and then to attempt to use those

D1. SLO/SAO Progress Review: To see if your program is up to date with the creation of SLO/SAOs, please consult the list available here: <https://bit.ly/2LggoKv>. List any courses or services areas that do not have SLOs or SAOs approved. These SLOs/SAOs need to be submitted to eLumen by November 18 to become active for Spring 2020; please work with your SLO/SAO coordinator.

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D2. This question has been removed.

D3. This question has been removed.

E. This question has been removed.

F. Student-Centered Funding Formula (SCFF): The state funding allocation model has shifted to include socio-economic status and student achievement metrics. LPC will begin

to be funded by this model by AY 21-22. The district and college are using this opportunity to develop projects that support these funding considerations and the needs of our students. The projects should help LPC achieve the goals listed below.

Goals for SCFF Projects
<ul style="list-style-type: none">• Ensuring eligible students receive financial aid, if desired• Removing barriers that hinder students from moving toward their goals• Offering additional information and support about educational pathways• Offering academic support that increases English/math completion in the first year• Enhancing career readiness through coursework• Increasing completion of degrees and certificates• Increasing transfers and transfer readiness

F1. SCFF Actions Taken: Describe one initiative or action your program or area has taken in support of one of the goals in the list above.

- What was the action?
- What was the result, if known?
- If your action or initiative was successful, please explain why and whether it could be used in other areas or scaled for use across the campus.
- If your action or initiative was not successful, please indicate why (lack of resources, unforeseen variables, etc.)
- If you did not take any actions in support of the goals above, you may write “N/A.”

During the Fall 2018 flex day we drafted a program map for our program – which is simple compared to other programs because our courses don’t have prerequisites nor do are students required to follow a sequence (though we outlined a sequence for the map). One goal that we have is to update our website, which include the program map but which would also include references to career paths, etc.

F2.

Future Strategies (optional): Please describe any possible strategies or actions that your program or the college could use to support the goals listed above. What resources would be needed?

The main support we need is faculty – the two faculty members are currently stretched thin (one oversees another program as well).

G. Student Equity and Achievement Program: To ensure equitable outcomes for vulnerable student populations, Las Positas College plans to close equity gaps in the areas listed below. For each area/metric, the listed impacted groups have had proportionately lower rates than other groups.*

Area/Metric	Impacted Groups
Access: Enrollment at LPC	Black or African American (Female), Black or African American (Male), Filipino (Female), White (Female)
Readiness: Completion of both transfer-level Math & English	American Indian or Alaska Native (Female), Black or African American (Female), Black or African American (Male), Hispanic or Latino (Male/All), First Generation (Male/All), Foster Youth (Female), Foster Youth (Male), LGBT (All)
Retention: Retention from Fall to Spring	Black or African American (Female/All), First Generation (Female/All), Foster Youth (Male)
Completion: Completion of an Associate Degree, Certificate	American Indian or Alaska Native (Male/All), Asian (Male), Black or African American (Male/All), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), Foster Youth (Male), LGBT (Female), LGBT (Male)
Completion: Transfer to a Four-Year Institution	Disabled (Male/All), Black or African American (Female), Hispanic or Latino (Male), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), First Generation (Female), Foster Youth (Male), LGBT (Female)

*The full list of impacted groups with supporting data can be found here: <https://bit.ly/2XZVGDd>

G1. Equity Actions: Describe any actions your program has taken in the past two years (2017-2019) or actions currently in progress to improve the metrics above for the impacted groups listed (for example, to increase the ability for African American students to enroll in classes at LPC, or to increase the ability of LGBT students to complete Associate’s Degrees or Certificates). What has been the effect of these actions, if known?

We have discussed bringing back courses in Mexican American and African American history (which might be relevant to what is being asked here), but those discussions have been tabled since we don’t currently have the number faculty that would be needed to develop additional course offerings.

G2. Equity Challenges: Describe any challenges your program has faced in promoting equity and equity-based decision making in the metrics listed above (or any other areas).

We are not sure how to address this question. The things that we do in connection with student success and retention, etc. generally apply to all students who take our courses – at the program level, it isn’t always clear to our instructors which of their students fall into the impacted categories. Without further guidance on the matter, this makes developing actions at the program level difficult.

H. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?



**Section Three: 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.

NA

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.

NA

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.

NA

**Section Four: 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 represent a training need that is not duplicated 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).

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

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?

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?

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?

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?