

Peralta Community College District Annual Program Update Template 2011-2012

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| I. Overview | |
| Date Submitted: | October 28 |
| Data Download Date: | 09/19/11 |
| Discipline: | HIST |
| Campus: | Laney |
| Dean: | Inger Stark |
| Department Chair: | Tim Rose |
| Mission Statement: | Through Laney College history courses, we undertake a critical analysis of ourselves and the world around us by exploring our shared historical trajectory. In the practice of history, we engage the historical other; figures that often seem remote and perhaps unfathomable yet nevertheless deeply inform our present condition. This encounter allows us the forum and discipline to evaluate questions of identity, knowledge, consciousness, intelligibility, communication, 'truth,' and most of all, meaning while compassing the broad and uneven terrain that is the soul of historical inquiry. |

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| II. Student Data | | | |
| Enrollment | Fall 2009 | Fall 2010 | Fall 2011 |
| Census Enrollment (duplicated) | 332 | 240 | 349 |
| Sections (master sections) | 6 | 5 | 7 |
| Total FTES | 34.13 | 24 | 34.9 |
| Total FTEF | 1.2 | 1 | 1.33 |
| FTES/FTEF | 28.44 | 24 | 26.18 |
| Retention | | | |
| Enrolled | 332 | 240 | N/A |
| Retained | 210 | 168 | N/A |
| % Retained | 69 | 77 | N/A |
| Success | | | |
| Total Graded | 304 | 218 | N/A |
| Success | 144 | 109 | N/A |
| % Success | 47 | 50 | N/A |
| Withdraw | 94 | 50 | N/A |
| % Withdraw | 30 | 22 | N/A |

| III. Faculty Data | |
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| | Fall 2011 |
| Contract FTEF | 0.68 |
| Hourly FTEF | 0.6 |
| Extra Service FTEF | 0.05 |
| Total FTEF | 1.33 |
| % Contract/Total | 51.25 |

| IV. Faculty Data Comparables F2011 | | | | |
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| | Alameda | Berkeley | Laney | Merritt |
| Contract FTEF | 0.9 | 0.8 | 0.68 | 0.4 |
| Hourly FTEF | 0.8 | 1.4 | 0.6 | 0 |
| Extra Service FTEF | 0.1 | 0 | 0.05 | 0 |
| Total FTEF | 1.8 | 2.2 | 1.33 | 0.4 |
| % Contract/Total | 50 | 36.36 | 51.23 | 100 |

| V. Accomplishments and Goals - Course SLOs and Assessment | |
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| Number of active courses in your discipline | 5 |
| Number with SLOs | 4 |
| % SLOs/Active Courses | 80% |
| Number with SLOs that have been assessed | 3 |
| % Assessed/SLOs | 60% |
| Describe assessment methods you are using | A broad sample of work is collected from each course being assessed. The works consist of descriptive and expository writing assignments and essay exams, as well as multiple choice quizzes based on reading content. Writing assignments must follow the conventions of academic argument and composition. Responses to writing prompts or literature critique must offer cogent historical arguments based on evidence and reason. Eighty percent of students will earn satisfactory scores (seventy percent of available points or higher) on elements pertaining to this SLO. The History Department has rubrics for qualitative assessment. |

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| Describe results of your SLO assessment progress | SLO progress is strong for the courses that are offered regularly on campus by full-time faculty. The assessment process is proceeding well for the core courses: Hist 7A, Hist 7B, Hist 3. The part-time faculty who regularly teaches Hist 17 online is now composing SLOs and is committed to moving toward assessment. This Hist 9 course has not been offered for a number of years but remains in active status with the hope that it will be offered soon. Consequently, no progress has been made toward writing SLOs for that course, and, obviously, assessment of a course that is not being offered is quite impossible. |
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| VI. Accomplishments and Goals - Program Outcomes and Assessment | |
| Number of degrees and certificates in your discipline | 0 |
| Number with Program Learning Outcomes | 0 |
| Number assessed | 0 |
| % Assessed | 0 |
| % Assessed/SLOs | 0 |
| Describe assessment methods you are using | N/A |
| Describe results of assessment progress | N/A |

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| VII. Accomplishments and Goals – Strategic Planning | |
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| Advance Student Access, Success, & Equity | <p>The History Department's strategic planning goal is to continue to offer courses that provide students with an understanding of a diverse array of historical antecedents and contemporary societies. As in all historical inquiry, the courses offered by the History Department aim at explaining what happened in the past; to provide a framework for our understanding of events; and to perhaps challenge our views regarding our place in the world. Students are encouraged to look at our subjects with requisite sympathy while at the same time maintaining a critical eye. The essential end goal of all history courses is to address questions of identity, knowledge, consciousness, intelligibility, communication, 'truth,' and most of all, meaning, as we examine our subjects, ourselves, and compass the broad and uneven disciplinary terrain that comprises the field of history. The History Department's strategic goals contribute to student access by offering course that are both in demand and vital for completion of college/ university degrees. Student success is assured through the department's commitment to provide relevant and rigorous course work; in all, assuring students strengthen scholastic skills.</p> <p>The History Department is committed to a culture of innovation and collaboration in a number of ways. Faculty within the department maintain collaborative relationships with other history faculty within the district and at UC Berkeley and CSU East Bay. History curriculum and SLOs are collaboratively exchanged throughout the Peralta district. The History Department and Political Science Department at Laney College likewise maintain a highly collaborative relationship; working together on matters such as a speakers series and Constitution Day events. The History Department also maintains a collaborative relationship with the Ethnic Studies Department, insofar as working together to produce events for African American History Month. In the past, the History Department has also contributed to the "HerStory" events at Laney College that are offered during women's history month.</p> |
| Engage our Communities & Partners | See above statement |
| Build Programs of Distinction | See above statement |
| Create a Culture of Innovation & Collaboration | See above statement |
| Develop Resources to Advance & Sustain Mission | See above statement |

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| VIII. Accomplishments and Goals – Strategic Plan Relevance | |
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| <p>Goals and Strategic Plan Relevance</p> | <ul style="list-style-type: none"> • Enrollment in the History Department course offerings has remained quite strong for the past three years. In Fall 2008, the History Department had an enrollment of 230 students; generating 23 FTES; and carrying 19 FTES/FTEF. In Fall 2009, the History Department had an enrollment of 332 students; generating 34 FTES; and carrying 28 FTES/FTEF. In Fall 2010, the History Department had an enrollment of 240 students; generating 24 FTES; carrying 24 FTES/FTEF. Fall 2011, the History Department had an enrollment of 349; generating 34.9 FTES and carried FTES/FTEF of 26.18. Student demand has been relatively high for History 3, History 7A, and History 7B. Less demand exists for History 17. Because History 17 serves as an essential offering for the Ethnic Studies associates degree, the college recognizes that despite less than maximum enrollment, History 17 is a vital part of our curriculum and responsibility to the community. In general, the enrollment figures for History Department offerings are robust. The department's productivity rate (FTES/FTEF) is regularly one of the highest in the social science division of Laney College. • Despite student demand for history courses, the Department has been pared back significantly over the past few years due to budgetary problems within the state and district. In the Fall term of 2011, the Department offered only six history classes. These few offerings were also capped at a maximum of 50 students, despite great demand. • The History Department believes that enrollment and success in the department's offerings are profoundly influenced by both student preparation and student dedication. The requisite demands of historical study exceed the skill set and educational determination of a significant portion of the Laney College student base. Quite simply, a large number of students either avoid or withdraw from courses that pose particular challenges for them. So long as the History Department remains committed to providing college-level education, students who are not prepared to do standard college-level work will not be successful in History Department courses. The History Department encourages Laney College to provide support services for students who are under-prepared for college-level work. |
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| <p>IX. Accomplishments and Goals - CTE, Transfer, Basic Skills</p> | |
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| <p>CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.</p> | <p>Click here to enter text.</p> |
| <p>Transfer and Basic Skills: Describe how course offerings address transfer, basic skills, and program completion</p> | <p>Click here to enter text.</p> |

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| <p>X. Action Plans and data sources (indicate which data sources used)</p> | |
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Describe action plans for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

- One proposal that the history department has been engaged in for some time now is working on is a four unit history class. Inasmuch as the University of California offers both History 7A and History 7B as four unit classes, members of the history faculty believe that Laney College would be well served by following suit. The benefits of four unit classes are abundant: (1) the additional class time allows for greater personal interaction between faculty and student, which (a) tends to foster more significant bonds that surely encourage retention and potentially better learning, (b) gives students more time in the classroom with a specific group of classmates to likewise build collegial bonds, and (c) provides the faculty member more insight into each students' personal learning habits ; (2) due to the extra hour of instructional time, the faculty member is able to engage the class in more discussion oriented education than the average lecture time provides; (3) there is also more flexibility regarding help with basic skills instruction, such as processing and promoting basic reading and writing proficiency; and (4) the four unit class also allows the instructor more time over the course of the semester to flesh out the material in great detail. Due to the fact that the vast majority of Laney College students have little familiarity with the field of history, a stronger emphasis on teaching the basics of the discipline, with requisite detail, seems absolutely essential if we are to accomplish the basic goals of our department.
- Although present budgetary concerns appear to discourage offering courses that are not the core general education offerings, the history faculty believes that the department must expand its offerings and is currently in the process of achieving this goal. For example, in the coming semesters, the department will create courses in American foreign policy and twentieth century global relations. Both of these courses will be transferable to the UC and CSU systems. Laney College's history department intends on building its course offerings in order to attract students of all backgrounds and interests. The history faculty also believes that Laney College will be well served in the competitive collegiate marketplace by increasing the diversity of the classes on our schedule.
- It is also a priority of the department to begin offering distance learning courses in the near future. The fact that the department presently carries only one online course demonstrates a failing to keep up with the changing nature of education and technology. However, present

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| | <p>budgetary concerns have presently disallowed the expansion of the history department. Perhaps when the economic woes of the state are reversed and growth within the college is again encouraged, the history department will be able to expand its online offerings.</p> <ul style="list-style-type: none"> The Laney College History Department is working with members of the Berkeley City College History Department to build a compatible set of Student Learning Outcomes. |
| Data Source – Assessment Findings | See above statement |
| Data Source – BI Data | See above statement |
| Data Source – Institutional Goals | See above statement |
| Other Data Sources | See above statement |

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| <p>XI. Needs and data sources (indicate which data sources used) Please prioritize in each category, with highest priority first.</p> | |
| Please describe any equipment, material and supply needs. | The History Department asks for more “smart classrooms” to facilitate multi-media approaches to teaching. |
| Please describe any faculty/classified/student assistant needs. | As of January the History Department will be without any full-time faculty. Therefore, the History Department requests the hiring of at the very least one full-time history faculty. Two full-time faculty are indeed needed if not more; student demand warrants such departmental growth. For both the History Department and college to fulfill its promise to the community there must be a number of programs in place to compensate for this essential shortcoming in student skills. Examples for programmatic support could be the expansion of the tutorial services; perhaps a one unit course as a requirement for entering Laney students that teaches basic study skills; or the addition of four unit classes within the history discipline that allow more intensive contact between faculty and student. |
| Please describe any facilities needs. | Smart classrooms |
| Please describe any technology needs. | Smart classrooms |
| Data Source – Assessment Findings | N/A |
| Data Source – BI Data | N/A |
| Data Source – Institutional Goals | N/A |
| Other Data Sources | N/A |