



2018-19 Program Review – Instructional

Program Overview

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

In addition to the mission of the Social Sciences Department, the mission of the History discipline at Berkeley City College is for students to think critically and deeply about the historical processes that have shaped, and continue to shape, the world we live in.

Through Berkeley City College history courses, we undertake a critical analysis of our selves and society through examinations of the historical forces that create change over time and define the contemporary moment. Our field of inquiry goes beyond the facts of history, to encompass questions of identity, knowledge, consciousness, “truth”, and meaning. At the same time, we provide students with critical thinking, reading, and writing skills that have applications well beyond the discipline.

History courses at Berkeley City College fulfill general education requirements, as well as the American Cultures requirement at UC and the United States History, Constitution, and American Ideals requirement at California State Universities. History classes meet both transfer and degree completion requirements. We have an AA-T in History and our classes are requirements in several Learning Communities, and support the AD-T degrees in Elementary Teacher Education and Political Science, as well as the AA degree in Global Studies. The BCC History program is well known for being incredibly diverse in the classes it offers and has one of the largest catalogs of History classes in the Peralta District.

The History discipline, through its course offerings and contribution towards degree completion and transfer, supports the College Mission in promoting student success, providing our diverse community with educational opportunities and transforming lives.

List your Faculty and/or Staff

Nola Hadley Torres
Tim Rose
Richard Kim
Michael Noonan
Susan Khan
Jennifer Helton
Todd Holmes

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Goal 1 – Maintain up-to-date curriculum: the curriculum is current and effective. All courses presently meet the standards provided in the course outlines. The history department continually updates course outlines and assesses sections offered to ensure that the program remains effective as the discipline changes and shifting student needs demand address.

Goal 2 – Assessment: continue to develop assessment efforts within the department. Work to include, through professional development opportunities and inclusionary methods, more part and full-faculty members within assessment. History faculty have been attending to, and will continue to follow, the scheduled cycle for assessment. All courses will be assessed within the period established by the assessment team. For courses that are not offered with requisite regularity and therefore complicate the process of assessing all courses in the Berkeley City College catalog, the history department will discuss the viability of the course and determine whether to either deactivate or somehow work that course into our regular academic schedule.

Goal 3 - Work as a department to improve our overall completion rates and productivity. Provide the best possible instruction using the most up-to-date materials and techniques to improve student success.

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

Utilization of classrooms for class meetings. No associated labs. Increased faculty office space could be useful for mentoring students in the program.

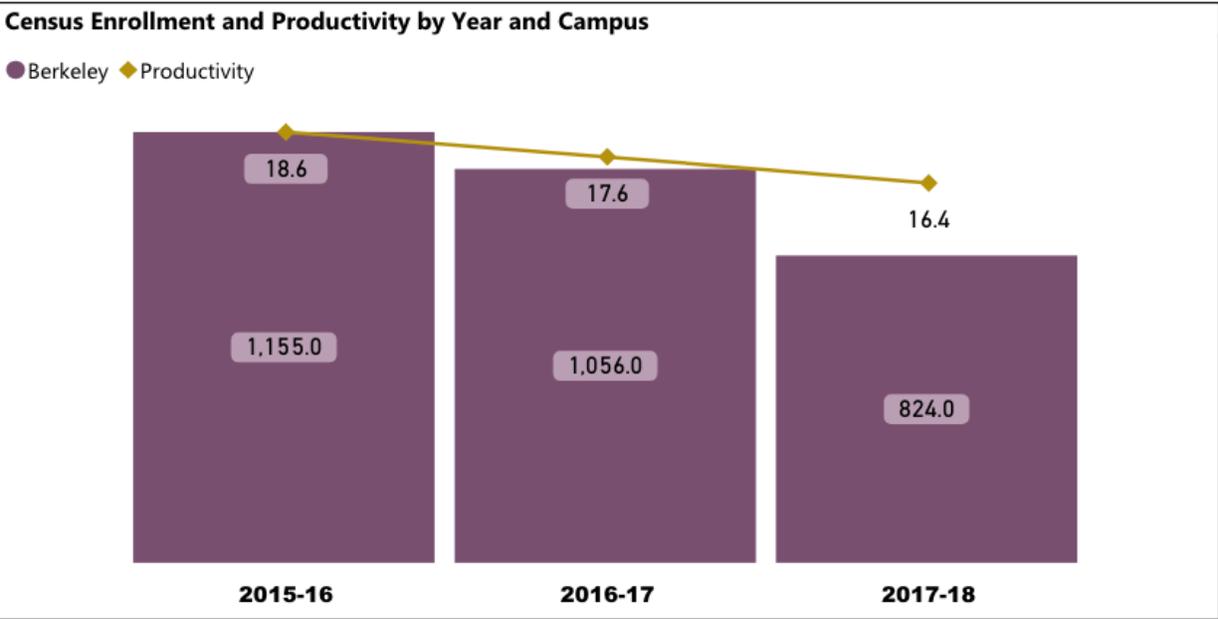
Enrollment Trends

[Enrollment Trends Power BI dashboard](#)

Note: Please consider the most recent 3 years when answering the questions below.

Set the filters above to your discipline, and discuss enrollment trends over the past three years

Census Enrollment and Productivity by Year and Campus					
Year	Campus	Census Enrl	FTEF	FTES	Productivity
2015-16	Berkeley	1,155	6.20	115.50	18.63
2016-17	Berkeley	1,056	6.00	105.35	17.56
2017-18	Berkeley	824	5.00	82.13	16.43



Enrollment Trends—general enrollment in history courses has been declining over the past three years. General enrollment in history courses overall dropped in part due to less sections of history offered by the college in the three year period under review. For example, in the academic year of 2015-2016, the college offered 31 history sections; in the academic year 2017-2018, the college offered 25 history sections. Productivity has likewise dropped between the academic year 2015-2016 to 2017-2019. In order to bolster the productivity standing a few typically low-enrolled classes, such as HIST 32, have been dropped from the regular course schedule rotation. The history department’s productivity numbers remain slightly above the overall college trend for productivity. Traditionally, the Berkeley City College history department offered a number of regional and thematically oriented courses. The department remains committed to the principle that a robust and diverse set of course offering best serves our community and allows students the greatest opportunity for intellectual enrichment. We therefore maintain our department’s commitment to providing courses that cover the broad scope

of world and social-group history that allow for this breadth, yet might not draw large numbers of student for each section. Although we recognize the importance of a productive department in terms of FTEF and FTES, we also promote the belief that college course offering ought to provide students with a well-rounded education.

Productivity trends for online classes are moving downward. Resources to assist students, such as embedded tutors, in online classes could, perhaps, bolster productivity in that area by encouraging students to stay on through the census period and then on to finishing the class.

Set the filter above to consider whether the time of day each course is offered meets the needs of students.

As is the case with the overall trend within the college, evening sections are declining in enrollment and slumping a bit in productivity. This trend is particularly apparent in the spring semester 2018. Enrollment in 8am sections has also been on the decline. Otherwise, enrollment appears fairly uniform across the schedule. The uniformity of enrollment suggests that the schedule meets the needs of students fairly well.

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

When creating a schedule of course offerings for each coming academic term, the social sciences and the history department assess student need, requisite staffing, and the overall health of the history program. Scheduling is done to facilitate the requirements of HIST AA-T. Scheduling also reflects demand for courses that fulfill particular IGETC Area 4, AA/AS Area 2, CSU Area D, CSU American Institutions, Group 1, and UCB American Cultures program. The history department also solicits input from majors within the discipline. The history department spreads our schedule across days and times during the week to best facilitate student access. In terms of general education students, the social sciences and history more specifically has a diverse array of offerings. Regarding times the courses are offered, the department schedules morning, afternoon, evening, and online as we build a program to best serve students, through timing options and flexibility in format.

In order to make thoroughly informed appraisal of student demand for course offerings, more data are necessary regarding the wants of the student body.

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

Strategies employed by history faculty typically focus on developing increased analytical aptitude, composition skills, and learn research methods used by historians; these skills have numerous job applications in fields such as education, law, politics/government, museum curatorship, and/or non-profit administration. History students also acquire some usable habits of mind while learning basic data about the forces that affect their own lives. Through

engagement in historical studies, students garner relevant skills and an enhanced capacity for informed citizenship, critical thinking, and simple awareness.

The analysis and interpretation of history provide an essential context for evaluating contemporary institutions, politics, and cultures. Likewise, historical education and the craft of the historian emphasize that the past must be understood on its own terms; any historical phenomenon—an event, an idea, a law, or a dogma for example—must first be understood in its context, as part of a web of interrelated institutions, values, and beliefs that define a particular culture and era. History combines the excitement of exploration and discovery with the sense of reward born of successfully confronting and making sense of complex and challenging problems.

How is technology used by the discipline, department?

Computer Replacement Cycle:

It is absolutely essential that the College and the District establish and fund a computer replacement policy for our faculty. In general terms, the Department of Social Sciences is relatively inexpensive and not requiring specific technology, but the ongoing upgrades are essential for our office computers to stay current in our fields and support student success.

Classroom Technology:

We are indeed fortunate to be teaching at an institution that possesses relatively new classroom technology and has demonstrated a commitment to maintain the equipment. Social science instructors utilize the smart classroom technology immensely as well as the white boards and other classroom technologies.

Recommendation: ensure all classroom computers are up-to-date (soft and hardware) and that the room is stocked with other teaching materials (e.g., functioning white board erasers) to best serve our students. Too an audit of classrooms show that many of our classrooms orientations could be adjusted to make use of the overhead projector screen and also white boards.

Canvas:

Nearly all of the Social Science instructors use a Canvas shell for each of their courses whether face-to-face, live, or hybrid. Canvas has allowed for the dissemination of material in a far more abundant and efficient manner than previously available at Berkeley City College. Canvas is used as a repository for class handouts and to embed any visual material screened in class. This improves student learning by allowing them to fill in the “what did I miss?” material if they have a class absence. It also allows this required material to be re-screened before exams. Instructors can also use Canvas for content quizzes and practice quizzes so students can assess what they are learning on a week-to-week basis. Canvas allows student access to instructors (asynchronous and synchronous) to ask questions about course material between face-to-face lectures. Canvas provides instructors with an effective messaging system to send lecture summaries, frame upcoming lectures, send class updates and deadline reminder.

Recommendation: There are two important elements that we need in terms of Canvas. First the

college has yet to hire a replacement for our online education specialist. Having an individual in house to deal with the online platform is essential to the ongoing function of our online platforms for student success. Second many of us request a series of trainings and/or supportive audits to improve the compliance of our courses and assists with ADA.

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?

The history faculty has an abiding commitment to academic integrity; to the extent that the members of the history faculty believe this puts them at odds with certain institutional goals. Presently, there is a clear trend within the college to use enrollment figures, retention, and course completion as the primary indicator of educational success. Declining enrollment throughout the school and particularly within the history classes is indeed troubling in many ways. However, considering the abundant evidence showing that the majority of California's community college students are working well below standard college levels in basic skills, it comes as no surprise that classes which demand college level reading and writing skills are witnessing a lessening of student interest—particularly those classes that are not absolutely necessary for transfer or an associates degree. It is clear that a fair number of Berkeley City College's under-prepared students either avoid or withdraw from courses that pose challenges that they choose not to (or struggle to) meet. History is a literary field. For the department to maintain academic integrity, significant reading and writing requirements are essential to all of our courses. Also, the course outlines mandate two hours of work to be preformed by students independently for every hour of in class instruction. In order to maintain academic integrity these independent reading and writing assignments must challenge the students, demand a level of involvement, and ensure that students dedicate a specific number of hours per week to honest and attainable educational goals. Greater tutorial services offered by the college and more significant assistance with guiding students in online classes could bolster student achievement and support academic integrity.

Curriculum

Please review your course outlines of record in CurricUNet Meta to determine if they have been updated or deactivated in the past three years. Specify when your department will update each

one, within the next three years.

Institution	Subject	Course #	Title	Type	Status
BCC	HIST	001	HIST 001 - American Indian History and Culture	BCC New Course	Active
BCC	HIST	031	HIST 031 - Contemporary Middle East: The Politics of Nationalism	BCC Course - Update	Active
BCC	HIST	008B	HIST 008B - History of Latin-American Civilization	BCC Course - Update	Active
BCC	HIST	019	HIST 019 - History of California	BCC Course - Update	Active
BCC	HIST	002B	HIST 002B - History of European Civilization	BCC Course - Update	Active
BCC	HIST	002A	HIST 002A - History of European Civilization	BCC Course - Update	Active
BCC	HIST	033	HIST 033 - History of Native American Thought and Literature	BCC New Course	Active
BCC	HIST	007B	HIST 007B - History of the United States Since 1865	BCC Course - Update	Active
BCC	HIST	007A	HIST 007A - History of the United States to 1877	BCC Course - Update	Active
BCC	HIST	049	HIST 049 - Independent Study in History	BCC New Course	Active
BCC	HIST	003B	HIST 003B - Modern World History: 1500-Present	BCC Course - Update	Active
BCC	HIST	248UA-ZZ	HIST 248UA-ZZ - Selected Topics in History	BCC New Course	Active
BCC	HIST	048UA-ZZ	HIST 048UA-ZZ - Selected Topics in History	BCC New Course	Active
BCC	HIST	032	HIST 032 - The United States Since 1945	BCC Course - Update	Active
BCC	HIST	021	HIST 021 - U.S. Women: A Social History	BCC Course - Update	Active
BCC	HIST	003A	HIST 003A - World History to 1500	BCC Course - Update	Active

HIST 1
HIST 2A
HIST 2B
HIST 3A
HIST 3B
HIST 7A
HIST 7B
HIST 19
HIST 21
HIST 31
HIST 32
HIST 33

Please summarize the Discipline, Department or program of study plans for curriculum plans for improvement. Below, please provide details for individual course improvement. Add plans for new courses here.

While the history department continually assesses and improves its general curriculum, there is no set plan for individual course improvement or plans to add new courses.

Assessment – Instructional

Student Learning Outcomes Assessment

List your Program Learning Outcomes

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate knowledge of the historical process within particular fields of history and effectively link historical cause and effect.
- Apply historical methodology and critical thinking in order to analyze primary and secondary sources and historical arguments.
- Interpret the diverse historical forces that have shaped the past and inform the content of the present.

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

Scheduling assessment of certain courses has been uneven for the past few academic years. In the past semester, with the assistance of a new assessment manager within the Social Science Department attending to the assessment cycle has been more closely maintained. An assessment cycle has been established and history faculty are (and have been) attending to that schedule in fall 2018 – spring 2019. Having an assessment liaison in the Social Sciences has worked well in pushing assessment forward.

Program Learning Outcomes will be assessed in the coming assessment cycle.

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)

Program assessment for the history department has stalled in previous years. The department has now more fully engaged in the assessment process and will adhere to the cycle more closely than it has in the past.

In fall 2018, the history department had three classes to assess, according to the established assessment cycle. All three classes were assessed and data entered into Curicunet.

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

In the academic year 2017-2018, a number of faculty members in the history department worked to create rubrics for assessing particular course SLOs. We will need to organize the department to do likewise for Program Outcomes. The department needs to improve on following through with the assessment process: building rubrics, applying assessment, recording assessment on Curicunet.

Collaboration

Within the history department, collaboration on assessment has taken place over the course of the past two academic years. Nola Hadley Torres, Susan Khan, Richard Kim, and Tim Rose have collaborated on creating rubrics for assessment, assessing classes, and entering assessment data into Curicunet. Collaboration has also taken place with faculty members outside of the history department. Assessment tools have been borrowed from the English department. Charlotte Lee of the Political Science department has assisted the history department with attending to the established assessment cycle and by instructing history faculty on entering data into the Curicunet site.

Leadership Roles

Tim Rose has taken responsibility for entering all assessment data gathered by history faculty into the Curicunet system. Richard Kim and Susan Khan collected assessment materials and applied the materials to the assessment rubrics.

Recommendation: With changes to the assessment process, more effort will be required of our program leads in each of the disciplines. There should be additional compensation for this work in organizing assessment tools, coordinating data collection, and reporting results.

Planning Process

In the past our planning cycle had issues. One issue emerged over the last three years was that it was often unclear which Institutional Learning Outcome was to be assessed in a given semester. As a result, individuals were notified late in the semester that their courses were to be assessed. This needs to change and already is improving. Instructors should ideally be notified the semester before that their course will be assessed. This simple notification and increased planning will enable more collaboration and more elaborate assessments to be completed.

Dept meetings for Collaboration

Assessment is discussed at all department meetings. However most of these discussions revolve around announcing which courses need to be assessed. Rather more time should be spent in discussing how we can assess our courses and programs better. Also in terms of reporting out, what are we learning in our respective course and program assessment efforts? How might this help social science instruction more generally?

Data Analysis

A positive change to our assessment effort is to expand our capture and analysis of not just a single SLO within a given course section but rather to undertake analysis of multiple SLOs within our courses. This effort will assist us in making assessment more meaningful in terms of improving our courses and programs holistically rather than simply targeting one section of the course content.

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.

As a department, we are just now in the first stages of attending to an assessment cycle and reacting to assessment findings accordingly. From our early findings in assessing student learning outcomes, we have reached a simple conclusion that we need to be more clear on basic concepts presented through our instruction. The history department is planning a meeting for later in the semester to discuss how to proceed from the early stages of assessment and reflection to directed revision of our instruction methods and tools.

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.

No.

Does your department participate in your college's Institutional Learning Outcomes (ILOs) assessment? If Yes, Please describe your departments participation in assessing Institutional Learning Outcomes.

We have continued to participate in ILO assessment however recent changes at the college cause us to be focused more on SLO assessing. Anthropology did submit material to ILO assessment and one of our major issues was hearing back on the findings based off of the material submitted. Too the purview of this data was quite broad in scope that we did receive back, so specific actions that an instructor should take to improve a course were often lacking. While the information might have been general, anthropology participated in the ILO assessments for critical thinking, global cultural awareness, and information competency.

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?

Support for part and full-time faculty assessment. These could include assessment lead positions each semester, part-time faculty stipends, and support for more elaborate tracking of the graduates of our programs.

Requested resources:

Stipends for part-time faculty for participating in assessment efforts \$5,000

Track and survey graduates of our programs classified staff \$20,000 (20%)

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

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Through Berkeley City College history courses, we undertake a critical analysis of our selves and society through examinations of the historical forces that create change over time and define the contemporary moment. Our field of inquiry goes beyond the facts of history, to encompass questions of identity, knowledge, consciousness, "truth", and meaning. At the same time, we provide students with critical thinking, reading, and writing skills that have applications well beyond the discipline.

Course Completion

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

Use the filters on the top and right of the graphs to disaggregate your program or discipline data. When disaggregated, are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.

b1

Completion & Retention Rates by College			
Academic Year	College	Completion Rate	Retention Rate
▼			
2015-16	Berkeley City College	65 %	80 %

b1

Completion & Retention Rates by Subject			
Academic Year	Subject	Completion Rate	Retention Rate
▼			
2015-16	HIST	62 %	79 %

b1

Completion & Retention Rates by College			
Academic Year	College	Completion Rate	Retention Rate
▼			
2016-17	Berkeley City College	66 %	80 %

b1

Completion & Retention Rates by Subject			
Academic Year	Subject	Completion Rate	Retention Rate
▼			
2016-17	HIST	63 %	81 %

Completion & Retention Rates by College			
Academic Year	College	Completion Rate	Retention Rate
2017-18	Berkeley City College	66 %	79 %

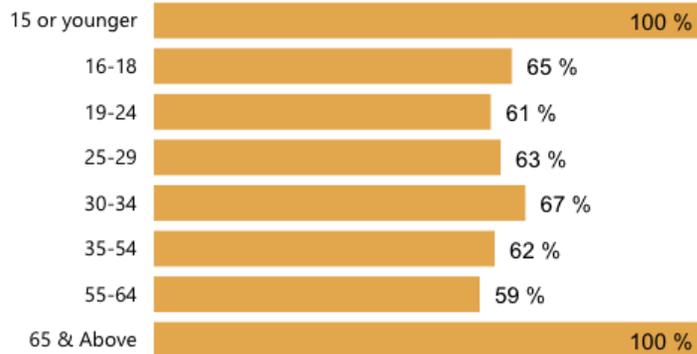
Completion & Retention Rates by Subject			
Academic Year	Subject	Completion Rate	Retention Rate
2017-18	HIST	67 %	81 %

Finding: Retention rate has been holding steady at roughly the same proportion as the college-wide retention rate. The history department has seen a slight increase in retention between the academic year 2015-2016 and 2017-2018. Completion rate has followed the same pattern: trending slightly upward between the academic year 2015-2016 and 2017-2018 and holding steady at roughly the same proportion as the college-wide completion rate. The history department faculty will work collaboratively to address the modest completion rate demonstrated in data. One obvious source of low completion is in online classes. Greater support from the college and the district for online student might bolster the overall department completion rate.

Age

Academic Year 2015-2016

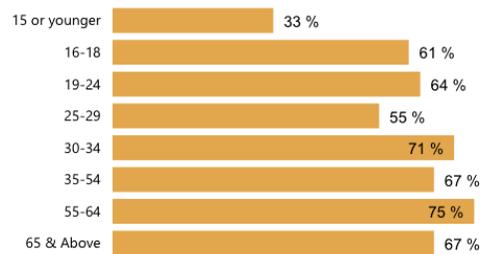
Age Range



Age Range			
Age Range	Ttl Graded	Completions	Completion Rate
15 or younger	2	2	100 %
16-18	99	64	65 %
19-24	858	522	61 %
25-29	214	134	63 %
30-34	82	55	67 %
35-54	78	48	62 %
55-64	17	10	59 %
65 & Above	4	4	100 %

Academic Year 2016 -2017

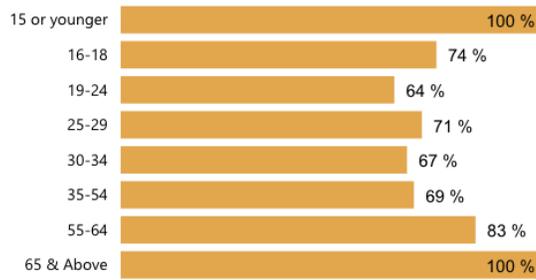
Age Range



Age Range			
Age Range	Ttl Graded	Completions	Completion Rate
15 or younger	3	1	33 %
16-18	70	43	61 %
19-24	818	522	64 %
25-29	161	89	55 %
30-34	72	51	71 %
35-54	81	54	67 %
55-64	8	6	75 %
65 & Above	6	4	67 %

Academic Year 2017-2018

Age Range



Age Range			
Age Range	Ttl Graded	Completions	Completion Rate
15 or younger	4	4	100 %
16-18	58	43	74 %
19-24	610	392	64 %
25-29	164	116	71 %
30-34	58	39	67 %
35-54	61	42	69 %
55-64	12	10	83 %
65 & Above	5	5	100 %

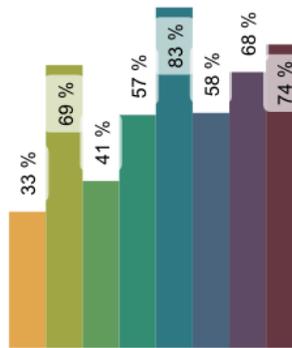
Finding: Data show a fairly even spread of completion across age groups. The largest number of students taking history classes fit into the 19-24-age range. In order to bolster completion rates as a whole, the particular needs of this age group might be better attended to. This might be accomplished through more robust counseling and scheduling that fits demand (employment, for example).

Ethnicity

Academic Year 2015-2016

Ethnicity

- American Indian
- Asian
- Black / African A...
- Hispanic / Latino
- Pacific Islander
- Two or More
- Unknown / NR
- White



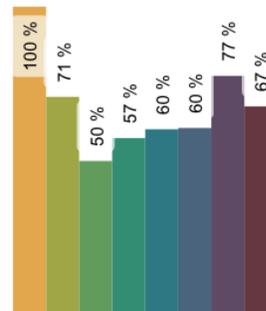
Ethnicity

Ethnicity	Ttl Graded	Completions	Completion Rate
American Indian	3	1	33 %
Asian	263	182	69 %
Black / African American	208	85	41 %
Hispanic / Latino	356	203	57 %
Pacific Islander	6	5	83 %
Two or More	113	65	58 %
Unknown / NR	40	27	68 %
White	365	271	74 %

Academic Year 2016 -2017

Ethnicity

- American Indian
- Asian
- Black / African A...
- Hispanic / Latino
- Pacific Islander
- Two or More
- Unknown / NR
- White



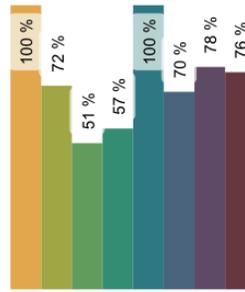
Ethnicity

Ethnicity	Ttl Graded	Completions	Completion Rate
American Indian	2	2	100 %
Asian	265	187	71 %
Black / African American	147	73	50 %
Hispanic / Latino	301	172	57 %
Pacific Islander	5	3	60 %
Two or More	96	58	60 %
Unknown / NR	31	24	77 %
White	372	251	67 %

Academic Year 2017-2018

Ethnicity

- American Indian
- Asian
- Black / African A...
- Hispanic / Latino
- Pacific Islander
- Two or More
- Unknown / NR
- White



Ethnicity			
Ethnicity	Ttl Graded	Completions	Completion Rate
American Indian	2	2	100 %
Asian	247	177	72 %
Black / African American	103	53	51 %
Hispanic / Latino	258	146	57 %
Pacific Islander	7	7	100 %
Two or More	82	57	70 %
Unknown / NR	23	18	78 %
White	250	191	76 %

Findings: African America/Black students are our lowest group in terms of completion, averaging c. 50% completion rate in the academic period fall 2015 to spring 2018. The program will work on faculty advising and student success modules embedded in coursework in attempt to try and improve success rates across all ethnicities.

Gender

Gender



Gender			
Gender	Ttl Graded	Completions	Completion Rate
Unknown	19	16	84 %
Female	656	425	65 %
Male	679	398	59 %

Gender



Gender	Ttl Graded	Completions	Completion Rate
Male	600	388	65 %
Female	596	370	62 %
Unknown	23	12	52 %

Gender

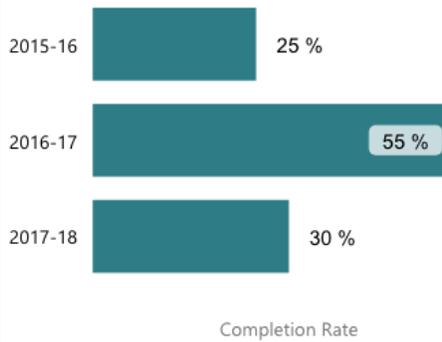


Gender	Ttl Graded	Completions	Completion Rate
Unknown	18	13	72 %
Male	517	350	68 %
Female	437	288	66 %

Findings: Female and male completion rates are relatively similar; with completion rates slightly higher, over the period 2015-2018, for males. The number of males and females taking history courses has been relatively even in the period 2015-2018. There is not a substantial difference, based on gender, for completion rates.

Foster Youth Status

Foster Youth



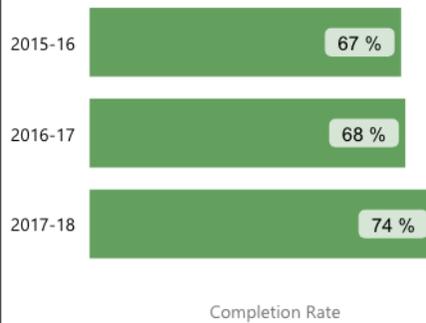
Foster Youth

Academic Year	No. of Students	Completion Rate
2017-18	9	30 %
2016-17	7	55 %
2015-16	17	25 %

Findings: Overall, the completion rate for foster youth in history courses has been poor. Whereas these students are not identified for special attention by history faculty, the college could improve its support institutions for foster youth.

Disability Status

DSPS

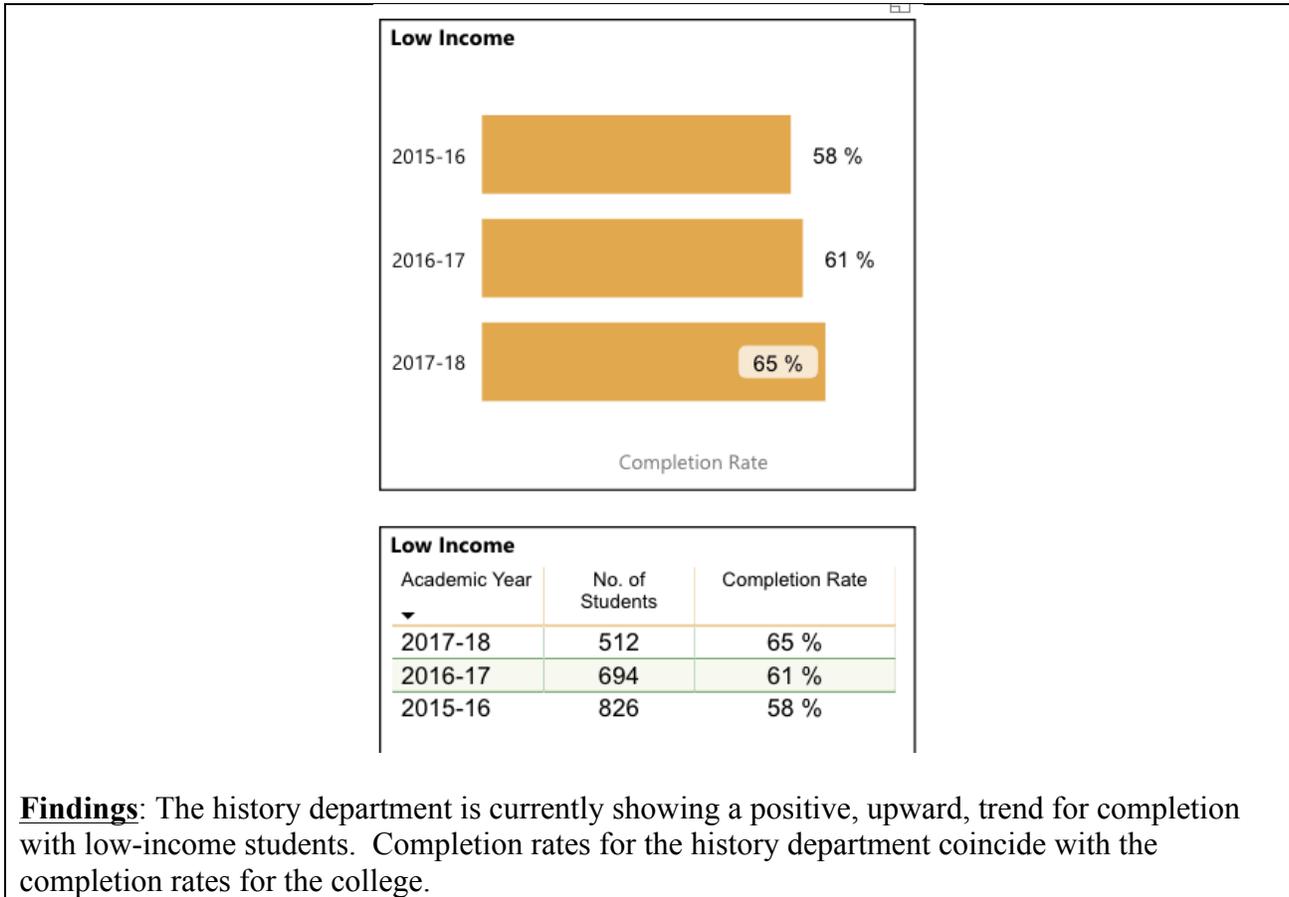


DSPS

Academic Year	No. of Students	Completion Rate
2017-18	40	74 %
2016-17	43	68 %
2015-16	60	67 %

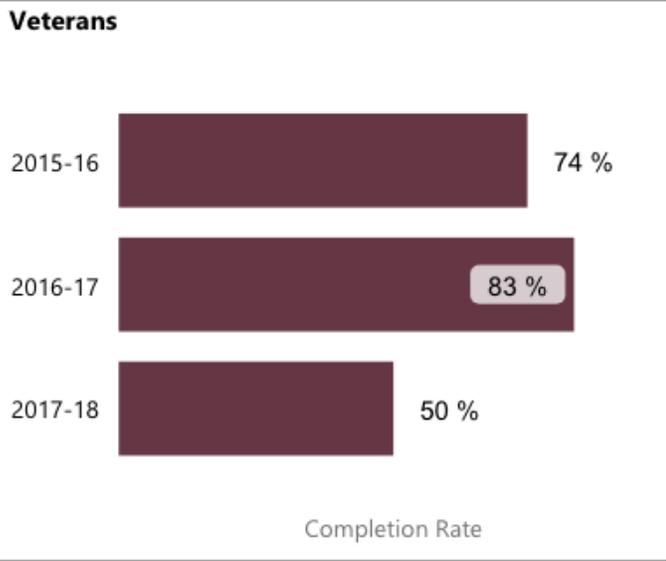
Findings: The history department has done, in general, decently in supporting DSPS students. The completion rate for DSPS students in history classes is presently a bit higher than in the college in general. And a trend of improved completion rates is apparent between 2015-2017. Presently, the history department's current trend of 74% completion rate for DSPS students is 10% points above the college average.

Low Income Status



Findings: The history department is currently showing a positive, upward, trend for completion with low-income students. Completion rates for the history department coincide with the completion rates for the college.

Veteran Status



Veterans

Academic Year	No. of Students	Completion Rate
2017-18	15	50 %
2016-17	27	83 %
2015-16	35	74 %

Findings: Although the sample size is relatively small for veterans, the history department’s completion rates in this category generally match the college completion rates in this category. The downward trend between 2016-2017 and 2017-2018 is worth concern, however, and should be given some attention.

Consider your course completion rates over the past three years by mode of instruction. What do you observe?

Face-to-Face

Completion & Retention Rates by College

Academic Year	College	Completion Rate	Retention Rate
2017-18	Berkeley City College	67 %	80 %
2016-17	Berkeley City College	67 %	81 %
2015-16	Berkeley City College	67 %	81 %

Academic Year	Subject	Completion Rate	Retention Rate
2017-18	HIST	71 %	84 %
2016-17	HIST	67 %	84 %
2015-16	HIST	64 %	81 %

Findings: for face-to-face sections, the history department is trending upward in completion rate. On average, over the period 2015 to 2018, the history department completion rate stands in the same range as the trend for the college overall. The history department’s retention rate hovers slightly above the college average. This data includes summer terms.

Hybrid

Academic Year	Subject	Completion Rate	Retention Rate
2017-18	HIST	68 %	77 %
2016-17	HIST	61 %	78 %
2015-16	HIST	66 %	77 %

Academic Year	College	Completion Rate	Retention Rate
2017-18	Berkeley City College	67 %	84 %
2016-17	Berkeley City College	61 %	77 %
2015-16	Berkeley City College	63 %	78 %

Findings: While only pulling from a small sample size, the history department slightly exceeds the college average for completion but slightly under performs the college average for retention. This data includes summer terms.

100% Online

Academic Year	College	Completion Rate	Retention Rate
2017-18	Berkeley City College	64 %	76 %
2016-17	Berkeley City College	61 %	75 %
2015-16	Berkeley City College	57 %	75 %

Completion & Retention Rates by Subject

Academic Year	Subject	Completion Rate	Retention Rate
2017-18	HIST	56 %	73 %
2016-17	HIST	55 %	75 %
2015-16	HIST	54 %	75 %

Findings: history department completion rates and retention rates for 100% online classes falls below the college rate. **Recommendation:** instructors for online sections could use more support resources provided by the college. Instructors could also use more training in online pedagogy.

Dual Enrollment

Not Applicable.

Day time

Time of Day

Academic Year	TIME_OF_DAY	No. of Students	Completion Rate
2017-18	DAY	41	83 %
2017-18	EVENING	220	51 %
2016-17	DAY	75	67 %
2016-17	EVENING	276	51 %
2015-16	DAY	40	73 %
2015-16	EVENING	284	52 %

Findings: completion rates for daytime history sections hit the college average or just above the college average.

Evening

Findings: the completion rate for evening classes falls well below the college average.

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

As shown above, completion rates for history department courses typical fall within a few percentage points of the Institutional-Set Standard. History department faculty, however, will work to devise strategies to bolster completion rates.

How do the department's Hybrid course completion rates compare to the college course completion standard?

See above section on hybrid completion rates.

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

There are substantial differences regarding completion rates for face-to-face and online courses. Evidence shows that while both HIST 3B and HIST 7B are trending upward strongly for retention and completion, HIST 7A, HIST 2A, and HIST 2B are trending down. The history department will focus assessment strategies on why the trends, particularly the downward trend, are taking place. History instructors who teach online could use more support from the college, such as the use of embedded tutors, and instructional guidance for online pedagogy.

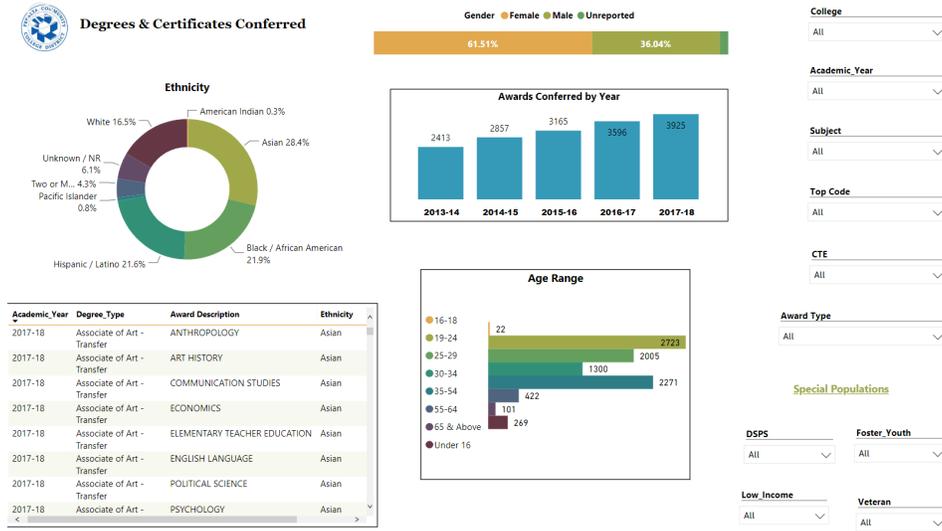
Describe the course retention rates over the last three years. If your college has an Institution-Set Standard for course retention, how does your program or discipline course retention rates compare to the standard?

Retention rates are trending upward. The history department's retention rate stands in the low 80% range, similar to that of the college overall.

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

Recommendation: Increased faculty advising, clarify instructor expectations of satisfactory performance, more elaborate rubrics to help students understand the pathway to successful completion, and more discussion of registering early for the following semester within class.

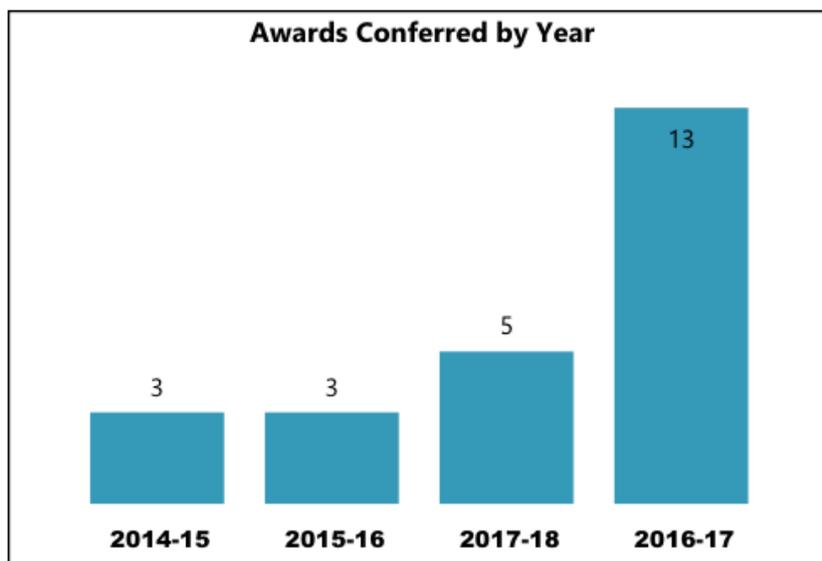
Degrees & Certificates Conferred



Degrees & Certificates Power BI dashboard

What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years.

The history department has revised the HIST AA-T to make it more functional and manageable for students. As a department, faculty have also advertised the HIST AA-T in their courses and sought out history majors to follow conduct the course work necessary to fulfill the degree requirements. The history department has also established a faculty advisor to coach students through the AA-T. These efforts will continue.



Findings: after a strong increase between 2015-2017, the history department took a substantial step backward in conferring awards in the academic year 2016-2017. In the coming years, the history department will be more aggressive in advertising the HIST AA-T and work more diligently to have potential history majors declare their major while at BCC and encourage these students to follow the pathway established for the AA-T.

Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?

You bet.

What is planned for the next 3 years to increase the number of certificates and degrees awarded?

Advertise the AA-T more expansively. Set meetings for students with the history department's faculty in order to introduce students to the AA-T and guide them along to the degree.

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.

Tim Rose:

- Created History AA-T for Berkeley City College.
- Developed Unit Plans and Program Review Plans for History Department
- Served on Institutional Learning Outcome assessment committee.
- Participated in campus-wide DART for Institutional Learning Outcome assessment.
- Regular participation in scheduling decisions as pertaining to History Department.
- Created Student Learning Outcomes for HIST 7A; HIST 7B; HIST 32; HIST 3B.
- Served as advisor to Phi Theta Kappa honors society.
- Served as writer for accreditation report, Standard IIIB, 2016-2017.
- Participated in ADT Task Force, 2017.
- Served on Laney College hiring committee for new history faculty, 2014-2016.
- Served on Laney College hiring committee for new political science faculty, 2015.

- Presently serving as BCC Tenure Review Facilitator.
- Presently serving as Social Science Dept. student advisor.
- Created and updated numerous course outlines for the Berkeley City College History Department.
- Served on Institutional Learning Outcome assessment committee.
- Three academic years of service as the Social Sciences Academic Senate representative.
- Attended as a BCC representative the ASCCC Spring Plenary in 2016 and 2017.
- Regular participation in scheduling and hiring decisions as pertaining to History Department.
- Participated the Canvas “Train the Trainers” program.
- Advisor to BCC History Club.
- Served on two tenure committees at Laney College.

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

Nola Hadley Torres regularly participates in educational and social events for American Indian populations in Northern California.

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

All history department adjuncts are encouraged to attend professional development events during flex days. Most adjuncts participate in Social Science Department meetings. Susan Khan and Richard Kim have contributed to assessing courses that fell in the recent course assessment cycle. Susan Khan has taken on leadership positions with college DARTs and FIGs.

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	a) In house web specialist for the administration of online class platform. Could have background in media and/or accessibility upgrades	\$80,000	\$40,000	\$120,000
	b) Classified staff to Track and survey graduates of our programs (20%)	\$20,000		\$20,000
Personnel: Student Worker	Stipends for student focus groups for guided pathway planning and implementation.	\$6,000		\$6,000
Personnel: Part Time Faculty	Stipends for part-time instructor stipends for guided pathway planning and implementation.	\$6,000		\$6,000
Personnel: Full Time Faculty	Full-time faculty member	\$80,000	\$40,000	\$120,000

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed	ADA trainings associated with accessibility of online platform and support faculty development.	\$20,000

Professional Development: Personal/Individual PD needed		
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