ALLAN HANCOCK COLLEGE

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PROGRAM REVIEW

//

2017-2018

Program Name:

HUMANITIES

Self-Study Members: Gary Bierly

PROGRAM REVIEW

<u>HUMANITIES</u>

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Status Summary - Plan of Action-Post Validation

During the academic year, <u>2011</u>, <u>2012</u> completed program review. The self-study and validation teams developed a final plan of action-post validation based on information in the self-study and the recommendations of the validation team. For each plan, indicate the action taken, the result of that action, and the current status of the plan, if it is incomplete.

(If any plan was made and action not taken, please state the rationale for not pursuing that particular item.)

PLAN OF ACTION	ACTION TAKEN ,RESULT AND STATUS
• Create a history transfer degree	Completed 2013/2014
• Centralize our classrooms	No longer a goal
• Upgrade C40	Completed 2016
• Hire a history instructor	Not approved, on hold until 2019/2020
• Hire a philosophy instructor	Not approved, on hold until 2019/2020

ALLAN HANCOCK COLLEGE

Allan Hancock College Program Review

2015-2016 Comprehensive Self-Study

Program review is intended to be a reflective process that builds on the extensive qualitative and quantitative data gathered from not only program reviews and annual updates but also the office of Institutional Research and Planning. The process lays out the program's major directions for the future and is the foundation for institutional planning and resource allocation. (Place your responses in the expandable text boxes below each question.)

I. Program Mission *(must align with college mission statement)*

For all programs, describe the need that is met by the program or the <u>purpose of the program</u>,and explain how it aligns with the college mission and strategic plan.

> The Humanities Program provides quality general education opportunities, which enhance student learning by developing critical thinking skills and by increasing student awareness and understanding of our world's rich and diverse cultural histories.

II. Progress Made Toward Past Program/Departmental Goals

Summarize the progress the discipline has made toward achieving its goals during the past six years. Discuss briefly the quality, effectiveness, strengths and struggles of the program and the impact on student success as reflected in past comprehensive program reviews and Annual Updates.

> We are still in need of full-time instructors in history and philosophy. We continue to increase our concurrent enrollment offerings.

III. Analysis of Resource Use and Program Implementation

Describe the program's current allocation and use of human, physical, technology, and fiscal resources. Are resources sufficient and appropriate to meet program needs? Can program resources be reallocated to better meet student needs? If so, how?

> We currently have 2 full-time instructors and 26 part-time instructors available to teach 137 sections. We are in need of at least one more full-time instructor in each of our disciplines. We have sufficient resources in other areas.

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IV. Program SLOs/Assessment

What are your program student learning outcomes? Have each of these been assessed since the last comprehensive program review? Describe changes you have made to courses or the program based on these data.

All of our courses have been assessed since our last comprehensive program review. Results have been generally positive. Individual instructors have made changes in accordance with their action plans.

HISTORY/HUMANITIES/PHILOSOPHY SLOS

HISTORY

PSLO

HIST/HUM/PHIL Program Outcomes
• HIST/HUM/PHIL PSLO1 - Evaluate the credibility and significance of sources in the humanities.

• HIST/HUM/PHIL PSLO2 - Analyze reasoning and methods in the humanities.
• HIST/HUM/PHIL PSLO3 - Identify and differentiate the central tenants of three philosophical/religious systems. • HIST/HUM/PHIL PSLO4 - Identify and analyze major trends over time in world political and economic systems.

History (AA-T) Program Outcomes
• HIST PSLO1 - Identify connections between specific people, groups, events and ideas and larger historical themes, developments and topics.

• HIST PSLO2 - Describe how the social, political, intellectual, and economic systems of a particular society change over time.
• HIST PSLO3 - Critically analyze primary and secondary sources in college-level essays, written assignments, and research papers.

CSLO

HIST101 - World Civilizations to 1600
• HIST101 SLO1 - Analyze the contributions of three civilizations to modern culture.
• HIST101 SLO2 - Identify and differentiate the central tenants of three early religions.

HIST102 - World Civilizations Since 1500
• HIST102 SLO1 - Analyze the contributions of three modern civilizations to the dominant culture of the United States.
• HIST102 SLO2 - Identify and differentiate the central tenants of three modern world religions.

HIST103 - East Asian Civilization
• HIST103 SLO1 - Ability to recognize and critique the major contributions of Asian cultures to the contemporary world.
• HIST103 SLO2 - Ability to identify and analyze the influences of Asian religions on contemporary Asian societies.

HIST104 - Western Civilizations to 1650
• HIST104 SLO1 - Analyze the contributions of three early western civilizations to modern culture.
• HIST104 SLO2 - Identify and differentiate the central tenants of three early religions which influenced later western religions.

HIST105 - Western Civilization Since 165
• HIST105 SLO1 - Analyze the contributions of three modern western civilizations to the dominant culture of the United States.
• HIST105 SLO2 - Identify and differentiate the central tenants of two modern western religions.

HIST107 - US History to 1877
• HIST107 SLO1 - Analyze and describe the motives for, and experiences of, 16th colonization.
• HIST107 SLO2- Analyze the causes and consequences of the formation of the United States as a nation.

HIST108 - U S History 1877 to Present
• HIST108 SLO1 - Identify & describe the motives for and experiences of, 19th imperialism.
• HIST108 SLO2 - Analyze the causes and consequences of the United States as a global power.

HIST118 - U S History
• HIST118 SLO1 - Identify & define the key events and persons in formation of the United States.

HIST119 - History of California
• HIST119 SLO1 - Analyze state history by developing a discrete thematic essay describing California.

HIST120 - History of the Mexican-America
• HIST120 SLO1 - Analyze the basic factual information about Spanish, Native American and African cultures that have created a unique, Mestizo Mexican American people.
• HIST120 SLO2 - Evaluate the key historical issues of the Mexican American and review the viewpoints and interpretations of leading historians regarding the Mexican American.
• HIST120 SLO3 - Examine the origins of the Mexican American value systems. • HIST120 SLO4 - Identify misconceptions, stereotypes and evidence of racial bias in the literature, actions and attitudes of the dominant culture in North American society.

HIST138 - History of Deaf
• HIST138 SLO1 - Demonstrate knowledge of the literature, art, and history of Deaf culture.
• HIST138 SLO2 - Demonstrate knowledge of the laws that have impacted the Deaf community.
• HIST138 SLO3 - Explore the history of how the American Deaf community was founded and familiarize themselves with a time line of significant events and developments relating to the community.
• HIST138 SLO4 - Acquire and apply knowledge of the Deaf community, Deaf Culture, and Deaf education by being able to explain these Deaf related issues and their importance to the Deaf community and our society.

HUMANITIES

PSLO

No PSLOs

CSLO

HUM101 - World Civilizations to 1600
• HUM101 SLO1 - Analyze the contributions of three civilizations to modern culture.
• HUM101 SLO2 - Identify and differentiate the central tenants of three early religions.

HUM102 - World Civilization Since 1500
• HUM102 SLO1 - Analyze the contributions of three modern civilizations to the dominant culture of the United States.
• HUM102 SLO2 - Identify and differentiate the central tenants of three modern world religions.

HUM103 - East Asian Civilization
• HUM103 SLO1 - Ability to recognize and critique the major contributions of Asian cultures to the contemporary world.
• HUM103 SLO2 - Ability to identify and analyze the influences of Asian religions on contemporary Asian societies.

HUM104 - Western Civilizations to 1650
• HUM104 SLO1 - Analyze the contributions of three early western civilizations to modern culture.
• HUM104 SLO2 - Identify and differentiate the central tenants of three early religions which influenced later western religions.

HUM105 - Western Civilization Since 165
• HUM105 SLO1 - Analyze the contributions of three modern western civilizations to the dominant culture of the United States.
• HUM105 SLO2 - Identify and differentiate the central tenants of two modern western religions.

PHILOSOPHY

PSLO

HIST/HUM/PHIL Program Outcomes
• HIST/HUM/PHIL PSLO1 - Evaluate the credibility and significance of sources in the humanities.

• HIST/HUM/PHIL PSLO2 - Analyze reasoning and methods in the humanities.
• HIST/HUM/PHIL PSLO3 - Identify and differentiate the central tenants of three philosophical/religious systems. • HIST/HUM/PHIL PSLO4 - Identify and analyze major trends over time in world political and economic systems.

CSLO

PHIL101 - Survey of Philosophy
• PHIL101 SLO1 - Recognize and differentiate problems in Philosophy such as free will, mind/body problems and the issue of relativism in ethics.
• PHIL101 SLO2 - Recognize and evaluate arguments about controversial issues of the day such as abortion, the death penalty and the morality of war.

PHIL102 - Existence & Reality
• PHIL102 SLO1 - Analyze philosophical problems such as the mind/body problem and the problem of free will.
• PHIL102 SLO2 - Identify and critique the assumptions made in positions taken on philosophical problems.

PHIL105 - Ethics
• PHIL105 SLO1 - Analyze and evaluate moral arguments as to their cogency.
• PHIL105 SLO2 - Recognize and differentiate the views of important historical figures in the history of ethics.

PHIL112 - Logic
• PHIL112 SLO1 - Effectively apply inductive and deductive reasoning in arguments.
• PHIL112 SLO2 - Analyze arguments in everyday life as to their validity/invalidity or cogency.

PHIL114 - Critical Thinking
• PHIL114 SLO1 - Critique arguments used by politicians, religious leaders, salespeople and others as to validity, soundness and cogency.
• PHIL114 SLO2 - Recognize and critique one's own assumptions.

PHIL121 - Religions of the Modern World
• PHIL121 SLO1 - Describe, analyze and critique arguments used and positions held by the major world religions.
• PHIL121 SLO2 - Identify and critique one's own religious assumptions and beliefs.

V. Distance Learning (If applicable):

Describe the distance education courses offered in your program and any particular successes or challenges with these courses. Include the enrollment as well as percentage of courses offered by modality and the rationale for this ratio.

    x   Compare the success and retention of your online offerings to the same courses offered face-to-face. Analyze any gaps and plans to address these.

As well, describe how program instructors ensure regular substantive instructor-initiated contact in online classes.

All of our classes with the exception of PHIL 122 are offered online. The classes have been well subscribed with typically 80-100% fill rates. Our face to face retention is 93% vs. 88% for online. Our face to face success is 77% vs. 71% for online. We offer 95 sections face to face vs. 41 sections online. Although there is a small gap between our face to face and online courses we have higher retention and success rates in DL than the state DL averages (State Humanities retention = 79%, Success = 61%). We are, of course, always looking for ways to improve in both face to face and DL.

VI. Success, Retention, and Equity

Describe how the program works to promote student success. Include teaching innovations, use of academic and student support services (library, counseling, LAP, community partnerships, etc.). Refer to list of Student Services.

The advent of computerized technology has allowed us to make classes more interesting and more interactive. This has been the major innovation in our program. Powerpoint, embedded videos, etc. have extended our ability to meet the needs of students with various learning styles.

We also work closely with student services to make sure our students get help when they need it. We refer students as well as make us of programs such as LAP.

    x   Then, utilizing data from the office of Institutional Research and Planning, report on student success through course completion and retention data. Analyze, by discipline, success by gender, age, ethnicity, and online (may analyze other variables such as disability, English as a second language, day vs. night courses, etc. as appropriate).

Our retention rate has increased from 87-93% over the last six years while our college's overall rate has increased from 88-90 in the same period. Our success rate has

increased from 67-77% as against the colleges increase from 74-76%. In DL retention has increased from 82-88% vs. the college's increase from 78-84%. DL success has increased from 60-71% against the college's increase from 57-66%. Thus we are a bit ahead of the college averages in each of these metrics.

Our demographics have changed in parallel with the college at large. Our Hispanic population has increased from 1937 to 1970. Our White population has decreased from 1572-1356. Our Asian population has decreased from 152-133 although our Filipino population has increased from 119-147. Our Black population has decreased from 173-146. Our female population has increased from 8738 to 8771, while male population has decreased from 1559-1369. These numbers are quite similar to the changes in the college populations at large.

   x   Suggest possible reasons for these trends and planned actions to address any disproportionate impact.

The trends reflect the changes in demographics in our service area. We don't feel a need to make changes as we have adjusted gradually over the years as the trends developed.

VII. Trend Analyses/Outlook

Using the information already gathered in the Annual Updates s (e.g., enrollment and achievement data; student learning outcomes assessment and analysis; input by advisory boards; existing articulation agreements; labor market trends) summarize the major _trends, challenges, and opportunities_ that have emerged in the program since the last comprehensive program review. Explain possible causes for any identified gaps or trends and actions taken or needed to address these.

The retention and success rates of Asians, Filipinos and Hispanics are fairly close to those of Whites. Hispanics do have a slightly lower rate of retention (70% vs. 79% for Whites). We need to consider ways this gap might be reduced. Female and Male success and retention rates are very close. First time students have a poorer retention rate than continuing students (62% vs. 69%) but have nearly a slightly higher success rate (91% vs. 88%). Younger students typically have higher retention and success rates than older students which may reflect their having fewer responsibilities outside of school.

As applicable, please address the _breadth, depth, currency, and cohesiveness of the_ _curriculum_ in relation to evolving employer needs and/or transfer requirements, as well as other important _pedagogical or technology -related developments_ and actions taken or needed to address these.

All of our courses were updated this year to meet accreditation requirements. We have created new courses primarily when counseling has advised us as to emergent student needs. Our history program has a transfer degree and our philosophy program is in progress of developing one as well. All of our courses are general ed. and transfer.

VIII. Long-Term Program Goals and Action Plans (Aligned With the College Educational Master Plan)

Describe the <u>long-term plans</u> for changing or developing new courses and programs, other actions being taken to enhance student success, and the need for professional development activities and other resources to implement program goals. Be sure to show how these plans are related to assessment results. (Plan should cover five- year period and include target dates and resources needed.)

1. Develop a transfer degree for philosophy   2018/19
2. Hire a philosophy instructor and a history instructor   2019/20

Revised March 2015

PLAN OF ACTION - PRE-VALIDATION
Six Year

DEPARTMENT: <u>Social and Behavioral Science</u>   PROGRAM: <u>Humanities</u>

List below as specifically as possible the actions which the department plans to take as a result of this program review. Be sure to address any problem areas which you have discovered in your analysis of the program. Number each element of your plans separately and for each, please include a target date. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives)

RECOMMENDATIONS TO IMPROVE **STUDENT LEARNING OUTCOMES** AND ACHIEVMENT	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
Continue to integrate new technologies.	SLS 1 SLS2	2018/2019

RECOMMENDATIONS TO ACCOMMODATE CHANGES IN **STUDENT CHARACTERISTICS**	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
Enrollment Changes Continue to seek opportunities to enhance the curriculum.	IE 1	2018/2019
Demographic Changes None.		

RECOMMENDATIONS TO IMPROVE THE **EDUCATIONAL ENVIRONMENT**	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
Curricular Changes **Create a degree in philosophy**	SLS 2	2019/2020
Co-Curricular Changes None		
Neighboring College and University Plans **None**		
Related Community Plans None.		

RECOMMENDATIONS THAT REQUIRE ADDITIONAL RESOURCES	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
Facilities None.		
Equipment None.		
Staffing Hire a F/T history and a F/T philosophy instructor.	SLS 2	2019/2020

EXHIBITS

STUDENT DATA SUMMARY

Data analysis is a critical component of program review. The three categories below should be used as guidelines in developing a summary of the student data.

State at least three positive factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

1. 87% of students are satisfied or highly satisfied with the program. Only 3% are dissatisfied.
2. 78% are satisfied with texts and other materials.
3. 81% are satisfied with how the program helps them meet their goals.
4. 85% say the program has contributed to their intellectual goals.
5. 89% are satisfied with the clarity of course goals and learning objectives.
6. 82% are satisfied with feedback and assessment of progress towards goals.
7. 79% are satisfied with the availability of courses.
8. 79% are satisfied with the content of courses.
9. 81% like the Canvas modality.

State at least three negative factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

1. 8% were dissatisfied with texts and materials.
2. 6% were dissatisfied with advice from counselors.
3. 5% were dissatisfied with facilities.

State any other information (use responsive numbers) that you obtained from student data (e.g. focus groups, questionnaires, or SGIDs) that may be of special interest to the self study team. What planning implications will result from this information?

All of the SGIDs and evaluations done this semester and the last few years have been very positive.

Program Review - Humanities

November 6th 2017, 2:04 pm MST

Part I. Please indicate how satisfied you are, in general, with the following aspects of the Humanities program

#	Question	Highly satisfied		Somewhat satisfied		Neither satisfied nor disatisfied		Somewhat dissatisfied		Highly dissatisfied		Total
1	Quality of instruction within the program	58%	149	29%	75	10%	27	2%	5	1%	3	259
2	The way textbooks and other materials used in courses within the program help me learn	46%	121	32%	84	15%	39	6%	15	2%	4	263
3	Advice about the program from counselors	34%	74	29%	64	31%	67	5%	10	1%	2	217
4	The way this program meets your educational goals	50%	131	31%	80	15%	38	3%	8	1%	3	260
5	Contribution towards your intellectual growth	52%	137	33%	88	11%	30	3%	7	1%	3	265
6	Clarity of course goals and learning objectives	53%	141	36%	95	7%	18	2%	6	2%	4	264
7	Feedback and assessment of progress towards learning objectives	50%	130	32%	82	12%	31	3%	9	2%	6	258

8	The availability of courses offered in the Humanities program	48%	117	31%	77	16%	40	2%	6	2%	5	245
9	The content of courses offered in the Humanities program	47%	119	32%	80	17%	43	2%	5	2%	4	251
10	The coordination of courses offered in the Humanities program and courses offered in other departments that may be required for your major	43%	106	35%	85	18%	44	3%	7	1%	2	244
11	The physical facilities and space (e.g., classrooms, labs)	45%	110	36%	86	14%	34	3%	8	2%	4	242
12	Instructional equipment (e.g., computers, lab equipment)	43%	100	31%	71	24%	56	2%	4	0%	0	231
13	Presentation of classes via the college's Canvas course management system	54%	140	27%	69	15%	39	3%	8	0%	1	257
14	Course assistance through tutorial services (e.g through the	51%	108	23%	48	23%	48	2%	5	0%	1	210

		54%	123	28%	63	15%	35	2%	4	1%	2	227
15	Tutorial Center, Math Lab, Writing Center) Availability of appropriate resources in the libraries	54%	123	28%	63	15%	35	2%	4	1%	2	227

Which of the following best describes your reason for taking this and other courses in Humanities?

Other, please specify:

Other, please specify: - Text

Chose the course on my own terms

Interesting topic

Personal Enrichment

Seemed like an interesting class.

Also to advance in my self knowledge. It is great stuff to know, learn, as well as discuss

Required for Major

Teacher

Compared to the beginning of the semester, your attitude about the Humanities program has

#	Answer	%	Count
1	Improved	49%	127
2	Remained the same	48%	124
3	Decreased	3%	9
	Total	100%	260

Please answer the following questions.

#	Question	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
1	I would recommend taking courses in the Humanities program	51%	131	32%	82	14%	35	2%	5	2%	4	257
2	I plan on taking additional courses in the Humanities program	28%	72	24%	61	35%	88	7%	18	6%	16	255

Which of the following courses have you taken in History/Humanities? (click all that apply)

#	Answer	%	Count
1	HIST/HUM 101	50%	82
2	HIST/HUM 102	24%	40
3	HIST/HUM 103	12%	20
4	HIST/HUM 104	1%	2
5	HIST/HUM 105	13%	21
	Total	100%	165

Which of the following courses have you taken in History? (click all that apply)

#	Answer	%	Count
1	HIST 107	26%	53
2	HIST 108	28%	57
3	HIST 118	41%	84
4	HIST 119	3%	6
5	HIST 120	3%	6
6	HIST 138	0%	0
	Total	100%	206

Which of the following courses have you taken in Philosophy? (click all that apply)

#	Answer	%	Count
1	PHIL 101	65%	46
2	PHIL 102	6%	4
3	PHIL 105	10%	7
4	PHIL 112	4%	3
5	PHIL 114	11%	8
6	PHIL 121	4%	3
7	PHIL 122	0%	0
	Total	100%	71

How many units have you completed prior to this semester?

#	Answer	%	Count
1	0-15 units	40%	101
2	16-30 units	22%	54
3	31-45 units	16%	39
4	46-60 units	12%	31
5	61 or more units	10%	25
	Total	100%	250

In how many units are you currently enrolled?

#	Answer	%	Count
1	less than 5 units	7%	17
2	5 - 8.5 units	20%	50
3	9 - 11.5 units	20%	51
4	12 or more units	53%	132
	Total	100%	250

What is your final academic goal?

#	Answer	%	Count
1	Certificate	3%	7
2	AA/AS	23%	59
3	Bachelors	41%	104
4	Masters or higher	20%	51
5	Not certain	13%	32
	Total	100%	253

HIST, HUM, PHIL: OUTCOMES

	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017
Sections_	23	41	42	20	42	43	20	44	40	20	47	49	18	49	48	22	53	55
Headcount	907	1,946	1,839	858	1,942	1,840	873	1,863	1,735	773	1,908	1,758	746	1,794	1,658	550	1,947	1,940
Enrollment	998	2,112	2,001	912	2,090	1,980	927	2,010	1,885	829	2,066	1,875	794	1,931	1,786	859	2,064	2,049
retained	868	1,811	1,681	844	1,801	1,699	852	1,741	1,597	750	1,789	1,624	721	1,693	1,618	795	1,874	1,867
Retention %	87.0%	85.7%	84.0%	92.5%	86.2%	85.8%	91.9%	86.6%	84.7%	90.5%	86.6%	86.6%	90.8%	87.7%	90.6%	92.5%	90.8%	91.1%
success	742	1,300	1,275	734	1,329	1,264	729	1,279	1,162	645	1,320	1,280	633	1,329	1,282	700	1,491	1,520
Success %	74.3%	61.6%	63.7%	80.5%	63.6%	63.8%	78.6%	63.6%	61.6%	77.8%	63.9%	68.3%	79.7%	68.8%	71.8%	81.5%	72.2%	74.2%
FTES	98.2	216.8	201.6	90.0	213.8	201.7	91.2	206.2	190.4	82.6	210.2	196.9	78.9	195.4	179.3	84.1	206.7	203.8

Bar chart — Retention % (dark) and Success % (light) by academic year.

course (group)	2011-2012 Ret	2011-2012 Succ	2012-2013 Ret	2012-2013 Succ	2013-2014 Ret	2013-2014 Succ	2014-2015 Ret	2014-2015 Succ	2015-2016 Ret	2015-2016 Succ	2016-2017 Ret	2016-2017 Succ
HIST101 & HUM101	76%	88%	81%	91%	74%	91%	78%	92%	85%	91%	84%	92%
HIST102 & HUM102	57%	81%	70%	87%	66%	86%	73%	93%	85%	94%	84%	95%
HIST103 & HUM103	75%	92%	85%	96%	81%	91%	79%	89%	78%	93%	91%	95%
HIST104 & HUM104	77%	91%	70%	90%	76%	92%	83%	90%	73%	89%	83%	97%
HIST105 & HUM105	73%	89%	72%	88%	81%	93%	82%	92%	87%	96%	86%	96%
HIST107	69%	90%	71%	92%	72%	93%	68%	91%	73%	91%	81%	93%
HIST108	68%	88%	69%	91%	69%	93%	67%	88%	74%	93%	79%	95%
HIST118	53%	78%	57%	84%	58%	82%	59%	83%	61%	87%	59%	86%
HIST119	49%	87%	42%	85%	44%	86%	49%	86%	50%	82%	57%	88%
HIST120	46%	83%	39%	74%	39%	81%	64%	75%			91%	100%
HIST138							100%	100%	100%	100%		
PHIL101	72%	85%	81%	94%	68%	89%	68%	85%	68%	86%	66%	86%
PHIL102	71%	85%	75%	81%	75%	83%	79%	82%	79%	86%	87%	96%
PHIL105	81%	88%	88%	89%	84%	90%	89%	94%	83%	91%	77%	90%
PHIL112	62%	71%	62%	73%	59%	67%	81%	85%	59%	65%	92%	94%
PHIL114	73%	85%	71%	83%	67%	78%	64%	77%	67%	80%	64%	83%
PHIL121	74%	90%	76%	85%	66%	81%	73%	89%	69%	87%	64%	81%
Grand Total	65%	85%	67%	87%	66%	87%	68%	87%	72%	89%	75%	91%

Legend: Retention % / Success %

subject_code
Multiple values

ALL AHC: OUTCOMES

	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017
Sections	314	1,023	1,146	293	1,004	1,087	285	1,069	1,141	306	1,141	1,209	355	1,177	1,220	357	1,184	1,214
Headcount	5,798	10,957	11,736	5,551	10,883	11,361	5,421	10,922	11,293	5,185	11,084	11,249	5,593	10,982	11,341	4,354	12,111	11,636
Enrollment	9,242	29,219	30,988	8,784	28,559	29,609	8,455	28,612	29,369	8,168	29,153	28,984	8,789	28,471	28,153	8,305	29,268	28,161
Retention %	85.5%	86.7%	84.6%	89.8%	86.6%	86.2%	89.1%	87.0%	85.2%	89.4%	86.8%	85.4%	89.6%	86.4%	89.4%	90.4%	88.0%	88.1%
Success %	74.3%	68.6%	69.1%	77.3%	69.6%	70.4%	77.5%	70.6%	70.2%	77.7%	69.8%	71.4%	77.4%	70.2%	73.2%	79.6%	71.5%	74.0%
FTES	1,072	3,905	3,879	1,001	3,775	3,813	978	3,852	3,868	944	3,900	4,048	1,009	3,807	3,715	967	4,197	4,020

HIST, HUM, PHIL: Retention & Success

course (group)	Summer 2011		Summer 2012		Summer 2013		Summer 2014		Summer 2015		Summer 2016	
	Ret	Suc	Ret	Suc	Ret	Suc	Ret	Suc	Ret	Suc	Ret	Suc
HIST101 & HUM101	77%	84%	88%	92%	82%	94%	81%	94%	89%	93%	90%	95%
HIST102 & HUM102	80%	88%	86%	92%	78%	97%	87%	96%	97%	97%	93%	97%
HIST104 & HUM104	90%	100%	79%	79%	87%	93%	85%	92%				
HIST105 & HUM105	87%	92%			88%	98%	85%	96%	93%	97%	91%	99%
HIST107	75%	92%	75%	97%	76%	92%	73%	89%	71%	84%	74%	88%
HIST108	73%	90%	76%	92%	83%	96%	78%	91%	77%	93%	77%	95%
HIST118	75%	88%	88%	96%	73%	87%	77%	92%	67%	88%	79%	91%
HIST119	49%	80%	54%	91%	61%	82%	54%	80%	48%	75%	51%	85%
PHIL101	72%	85%	81%	94%	85%	95%	84%	91%	84%	95%	76%	89%
PHIL102	72%	85%	80%	80%	79%	84%	70%	70%	100%	100%	85%	96%
PHIL105	94%	94%	95%	95%	85%	91%	70%	75%	88%	92%	93%	100%
PHIL114	71%	78%	94%	97%	84%	89%	62%	83%	71%	82%	80%	87%
PHIL121	63%	75%	81%	81%	69%	85%	87%	93%			74%	80%
Grand Total	74%	87%	80%	93%	79%	92%	78%	90%	80%	91%	81%	93%

Legend:
- Retention %
- Success %

Retention % and Success % for each course (group) broken down by Term. Color shows details about Retention % and Success %. The context is filtered on subject_code, which keeps HIST, HUM and PHIL. The data is filtered on ETHNICITY, Gender, age_category, Enrollment Status and Credit Status. The ETHNICITY filter keeps 12 of 12 members. The Gender filter keeps Female, Male and Unknown. The age_category filter keeps multiple members. The Enrollment Status filter keeps 6 of 6 members. The Credit Status filter keeps Credit - Degree. The view is filtered on Term, which keeps 6 of 29 members.

Fall 2011, Fall 2012, Fall 2013 and 3 more Retention & Success
Click on course name to get retention/success by course demographics

course (group)	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
HIST101 & HUM101	73%	89%	82%	94%	69%	87%	72%	89%	79%	88%	83%	92%
HIST102 & HUM102	53%	84%	57%	80%	65%	85%	66%	92%	80%	90%	78%	93%
HIST103 & HUM103	73%	92%	84%	97%	85%	94%	89%	94%	76%	92%	100%	100%
HIST104 & HUM104	76%	91%	71%	92%	73%	94%	80%	85%	78%	88%	84%	100%
HIST105 & HUM105	77%	88%	70%	87%	77%	92%	83%	93%	87%	96%	87%	95%
HIST107	63%	91%	66%	89%	70%	93%	72%	93%	77%	94%	86%	96%
HIST108	65%	89%	67%	93%	69%	92%	60%	84%	61%	89%	62%	91%
HIST118	45%	76%	52%	81%	53%	80%	49%	79%	51%	79%	52%	83%
HIST119	42%	88%	45%	87%	42%	87%	43%	88%	52%	87%	55%	88%
HIST120	56%	84%	33%	70%	30%	81%	68%	77%				
PHIL101					62%	90%	57%	81%	56%	75%	55%	85%
PHIL102	77%	92%	76%	86%	78%	84%	87%	89%	75%	84%	88%	97%
PHIL105	71%	76%	74%	77%	83%	90%	91%	94%	91%	91%	67%	90%
PHIL112	60%	71%	58%	71%	59%	66%	75%	82%	61%	65%	94%	97%
PHIL114	75%	89%	68%	81%	68%	79%	65%	80%	68%	77%	64%	83%
PHIL121	73%	91%	76%	91%	56%	84%	73%	93%	75%	91%	63%	78%
Grand Total	62%	86%	64%	86%	64%	87%	64%	87%	69%	88%	72%	91%

Legend: Retention %, Success %

Retention % and Success % for each course (group) broken down by Term. Color shows details about Retention % and Success %. The context is filtered on subject_code, which keeps HIST, HUM and PHIL. The data is filtered on ETHNICITY, Gender, age_category, Enrollment Status and Credit Status. The ETHNICITY filter keeps 12 of 12 members. The Gender filter keeps Female, Male and Unknown. The age_category filter keeps multiple members. The Enrollment Status filter keeps 6 of 6 members. The Credit Status filter keeps Credit - Degree. The view is filtered on Term, which keeps 6 of 29 members.

Spring 2012, Spring 2013, Spring 2014 and 3 more Retention & Success
Click on course name to get retention/success by course demographics

Legend: Retention % / Success %

course (group)	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
HIST101 & HUM101	80% 92%	70% 86%	69% 91%	80% 93%	86% 93%	78% 90%
HIST102 & HUM102	51% 76%	74% 90%	59% 81%	73% 91%	83% 97%	85% 95%
HIST103 & HUM103	78% 92%	86% 94%	78% 89%	65% 81%	81% 95%	82% 91%
HIST104 & HUM104	74% 90%	68% 90%	80% 84%	86% 94%	69% 90%	83% 93%
HIST105 & HUM105	59% 87%	76% 90%	80% 91%	78% 88%	78% 93%	78% 93%
HIST107	73% 87%	76% 93%	72% 93%	59% 89%	65% 88%	68% 86%
HIST108	68% 87%	66% 88%	61% 92%	68% 90%	82% 95%	85% 96%
HIST118	53% 76%	53% 83%	58% 82%	63% 83%	67% 93%	58% 87%
HIST119	54% 91%	37% 81%	41% 86%	56% 86%	49% 81%	61% 90%
HIST120	30% 81%	47% 78%	55% 80%	54% 69%		91% 100%
HIST138				100% 100%	100% 100%	
PHIL101			57% 81%	63% 84%	63% 87%	64% 83%
PHIL102	60% 71%	69% 71%	70% 80%	76% 81%	81% 84%	90% 97%
PHIL105	80% 89%	97% 97%		94% 100%	79% 91%	82% 88%
PHIL112	67% 70%	67% 76%	59% 67%	88% 88%	58% 65%	91% 91%
PHIL114	70% 83%	66% 80%	61% 74%	64% 71%	62% 81%	60% 83%
PHIL121	78% 92%	75% 82%	70% 79%	70% 83%	60% 80%	58% 85%
Grand Total	64% 84%	64% 86%	62% 85%	68% 87%	72% 91%	74% 91%

Retention % and Success % for each course (group) broken down by Term. Color shows details about Retention % and Success %. The context is filtered on subject_code, which keeps HIST, HUM and PHIL. The data is filtered on ETHNICITY, Gender, age_category, Enrollment Status and Credit Status. The ETHNICITY filter keeps 12 of 12 members. The Gender filter keeps Female, Male and Unknown. The age_category filter keeps multiple members. The Enrollment Status filter keeps 6 of 6 members. The Credit Status filter keeps Credit - Degree. The view is filtered on Term, which keeps 6 of 29 members.

HIST, HUM, PHIL: DEMOGRAPHICS

subject_code
Multiple values

age_category	2011-2012 Headcount	FTES	2012-2013 Headcount	FTES	2013-2014 Headcount	FTES	2014-2015 Headcount	FTES	2015-2016 Headcount	FTES	2016-2017 Headcount	FTES
Under 19	1,676	220	1,690	216	1,629	206	1,593	205	1,617	207	1,774	240
20-24	1,559	195	1,503	189	1,524	189	1,495	183	1,439	182	1,369	171
25-29	379	46	388	47	348	41	358	44	373	47	368	44
30-34	185	21	175	19	184	22	167	21	160	19	161	20
35-39	112	12	93	10	115	13	89	12	88	11	91	11
40-49	131	15	140	15	99	11	116	17	115	14	100	11
50+	62	7	69	9	51	6	66	8	58	7	41	5

ETHNICITY	2011-2012 Headcount	FTES	2012-2013 Headcount	FTES	2013-2014 Headcount	FTES	2014-2015 Headcount	FTES	2015-2016 Headcount	FTES	2016-2017 Headcount	FTES
Asian	152	19	153	19	173	22	128	17	144	19	133	17
Black	173	19	197	24	175	21	176	24	161	20	146	18
Filipono	119	15	114	14	121	16	127	16	137	19	147	19
Hispanic	1,937	246	1,990	248	1,982	248	1,983	250	2,020	260	1,970	254
Native Am	72	10	70	9	55	7	60	8	46	6	61	9
Other	1	0									1	0
Pac Isl	28	3	22	3	32	4	30	4	21	2	30	4
Unknown	1	0										
White	1,572	203	1,459	188	1,363	170	1,305	172	1,274	162	1,356	181

Gender	2011-2012 Headcount	FTES	2012-2013 Headcount	FTES	2013-2014 Headcount	FTES	2014-2015 Headcount	FTES	2015-2016 Headcount	FTES	2016-2017 Headcount	FTES
Female	2,056	264	2,095	261	1,944	243	1,950	245	2,033	260	2,072	271
Male	1,996	252	1,908	244	1,957	245	1,858	245	1,768	228	1,758	229
Unknown	3	0	2	0			1	0	1	0	14	2

Enrollment Status	2011-2012 Headcount	FTES	2012-2013 Headcount	FTES	2013-2014 Headcount	FTES	2014-2015 Headcount	FTES	2015-2016 Headcount	FTES	2016-2017 Headcount	FTES
First Time Student	580	64	491	53	708	78	571	64	562	64	481	54
First Time Transfer	312	35	423	46	392	44	353	41	422	49	292	32
Continuing	2,744	342	2,464	306	2,399	298	2,569	326	2,438	307	2,476	310
Returning	530	58	722	80	463	50	297	33	279	31	216	24
NA	95	15	135	21	119	17	177	26	264	37	508	82
Unknown	4	1	3	0	1	0						
Grand Total	4,055	516	4,005	505	3,901	488	3,809	489	3,802	489	3,844	502

ALL AHC CREDIT: DEMOGRAPHICS

subject_code
All

age_category	2011-2012 Headcount	FTES	2012-2013 Headcount	FTES	2013-2014 Headcount	FTES	2014-2015 Headcount	FTES	2015-2016 Headcount	FTES	2016-2017 Headcount	FTES
Under 19	4,349	2,778	4,318	2,784	4,221	2,720	4,268	2,742	4,527	2,758	5,797	3,013
20-24	6,375	3,402	6,362	3,337	6,302	3,417	6,121	3,441	6,054	3,341	5,695	3,354
25-29	2,631	1,117	2,564	1,029	2,497	1,100	2,584	1,182	2,555	1,118	2,433	1,242
30-34	1,597	541	1,585	514	1,520	508	1,542	563	1,533	528	1,377	570
35-39	1,021	334	950	291	978	317	944	320	969	292	919	353
40-49	1,416	422	1,324	382	1,253	378	1,212	400	1,261	356	1,037	372
50+	993	257	919	250	878	259	891	244	966	248	786	223

ETHNICITY	2011-2012 Headcount	FTES	2012-2013 Headcount	FTES	2013-2014 Headcount	FTES	2014-2015 Headcount	FTES	2015-2016 Headcount	FTES	2016-2017 Headcount	FTES
Asian	593	302	638	282	627	297	585	277	582	275	512	264
Black	658	339	625	342	634	327	617	340	673	359	583	326
Filipono	490	294	447	261	450	271	477	320	473	292	483	309
Hispanic	7,495	4,232	7,604	4,253	7,654	4,475	7,959	4,698	8,196	4,670	8,206	4,873
Native Am	286	142	290	142	261	136	270	144	263	133	307	144
Other	6	1	2	0	1	0	5	1	2	0	4	1
Pac Isl	93	60	103	59	105	50	122	59	97	50	119	62
Unknown	35	4	5	0	2	0	7	1	3	0	6	2
White	7,844	3,477	7,503	3,248	7,033	3,143	6,671	3,050	6,728	2,862	7,016	3,146

Gender	2011-2012 Headcount	FTES	2012-2013 Headcount	FTES	2013-2014 Headcount	FTES	2014-2015 Headcount	FTES	2015-2016 Headcount	FTES	2016-2017 Headcount	FTES
Female	8,738	4,804	8,529	4,526	8,474	4,635	8,255	4,714	8,361	4,479	8,771	4,922
Male	8,753	4,039	8,674	4,058	8,283	4,061	8,450	4,174	8,645	4,159	8,343	4,182
Unknown	13	7	5	3	4	2	3	2	3	2	109	23

Enrollment Status	2011-2012 Headcount	FTES	2012-2013 Headcount	FTES	2013-2014 Headcount	FTES	2014-2015 Headcount	FTES	2015-2016 Headcount	FTES	2016-2017 Headcount	FTES
First Time Student	2,804	972	2,455	801	2,859	1,169	2,904	1,176	2,920	1,185	2,778	1,194
First Time Transfer	2,538	546	3,096	695	2,871	681	2,408	598	2,634	616	2,111	541
Continuing	10,766	6,193	9,894	5,704	9,365	5,831	10,408	6,335	10,181	5,991	10,505	6,487
Returning	3,839	1,034	4,709	1,286	4,211	919	3,041	672	3,196	675	2,281	552
NA	474	90	475	94	505	96	560	107	935	173	2,260	353
Unknown	25	14	14	7	6	3	13	3	6	2	4	0
Grand Total	17,500	8,850	17,208	8,587	16,760	8,699	16,707	8,891	17,007	8,641	17,223	9,127

History: Degrees & Certificates

DEGREE_PRO..	DEGREE_MAJO..	DEGREE_CODE	GRADUATION_TERM_CODE (group)				
			2013-2014	2014-2015	2015-2016	2016-2017	Grand Total
History	History for Transfer	AA-T	1	6	14	11	32
	Total		1	6	14	11	32
Grand Total			1	6	14	11	32

Degrees & Certificates

DEGREE_PROGRAM_DESC / DEGREE_MAJOR_DESC / GRADUATION_TERM_CODE (group)

History

History for Transfer

7
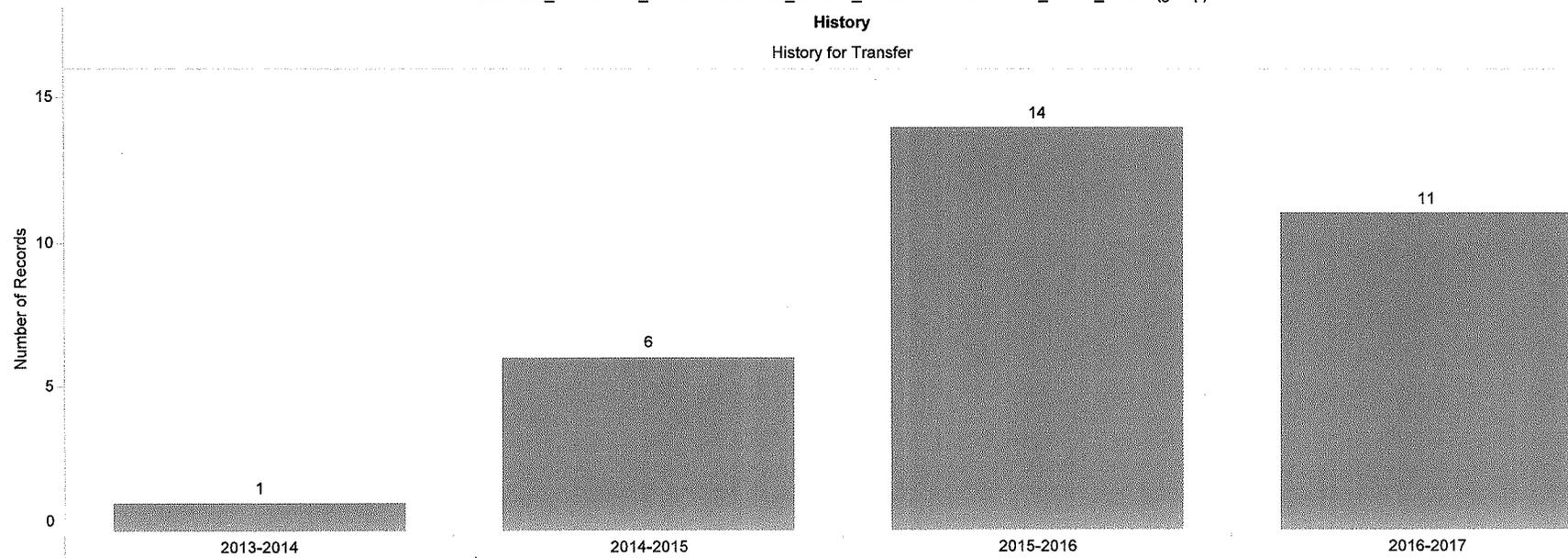
Online Course vs. Face to Face Course Comparison

Term
Multiple values

subject_code
Multiple values

HIST, HUM, PHIL: Retention & Success

course_type	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Face to Face Course	67%	68%	67%	70%	74%	77%
Online Course	60% — 82%	63%	63%	65%	70%	71%
Grand Total	65%	67%	66%	68%	72%	75%

	2011-2012			2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
course_type	Sections	Enrollm..	FTES	Sections	Enrollm..	FTES	Sections	Enrollm..	FTES	Sections	Enrollm..	FTES	Sections	Enrollm..	FTES	Sections	Enrollm..	FTES
Face to Face Course	80	3,545	364	80	3,468	358	76	3,161	326	86	3,101	328	83	2,816	289	95	3,122	315
Online Course	26	1,566	152	25	1,514	147	28	1,661	161	30	1,669	162	38	2,057	200	41	2,210	215
Grand Total	106	5,111	517	105	4,982	505	104	4,822	488	116	4,770	490	121	4,873	489	136	5,332	529

ALL AHC: Retention & Success

course_type	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Face to Face Course	74%	74%	75%	75%	76%	76%
Online Course	57% — 78%	61% — 81%	62% — 81%	61% — 81%	64% — 83%	66%
Grand Total	70%	71%	71%	71%	72%	74%

	2011-2012			2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
course_type	Sections	Enrollm..	FTES	Sections	Enrollm..	FTES	Sections	Enrollm..	FTES	Sections	Enrollm..	FTES	Sections	Enrollm..	FTES	Sections	Enrollm..	FTES
Face to Face Course	2,003	52,906	7,180	1,918	50,302	6,917	2,009	49,816	7,028	2,127	49,545	7,187	2,172	48,400	6,792	2,181	49,100	7,467
Online Course	480	16,543	1,675	466	16,650	1,672	486	16,620	1,671	529	16,760	1,705	621	18,283	1,850	615	17,948	1,831
Grand Total	2,483	69,449	8,855	2,384	66,952	8,589	2,495	66,436	8,699	2,656	66,305	8,892	2,793	66,683	8,642	2,796	67,048	9,298

HIST, HUM, PHIL: Retention & Success

course (group)	course_type	2011-2012 R	2011-2012 S	2012-2013 R	2012-2013 S	2013-2014 R	2013-2014 S	2014-2015 R	2014-2015 S	2015-2016 R	2015-2016 S	2016-2017 R	2016-2017 S
HIST101 & HUM101	Face to Face Course	76%	89%	76%	88%	69%	90%	75%	90%	83%	91%	81%	91%
	Online Course	79%	87%	94%	98%	84%	92%	86%	95%	87%	94%	90%	93%
HIST102 & HUM102	Face to Face Course	43%	69%									100%	100%
	Online Course	59%	83%	70%	87%	66%	86%	73%	93%	84%	93%	83%	93%
HIST103 & HUM103	Face to Face Course	75%	92%	85%	96%	81%	91%	79%	89%	78%	93%	91%	95%
HIST104 & HUM104	Face to Face Course	77%	91%	70%	90%	76%	92%	83%	90%	73%	89%	83%	97%
HIST105 & HUM105	Face to Face Course	72%	87%	73%	88%	79%	91%	82%	88%	89%	97%	91%	95%
	Online Course	73%	88%	71%	89%	83%	96%	82%	95%	84%	93%	84%	96%
HIST107	Face to Face Course	74%	94%	75%	94%	76%	93%	73%	84%	78%	94%	86%	95%
	Online Course	54%	77%	59%	84%	59%	85%	52%	79%	50%	78%	55%	79%
HIST108	Face to Face Course	71%	91%	73%	92%	73%	96%	70%	91%	81%	97%	83%	96%
	Online Course	60%	80%	61%	88%	58%	83%	56%	79%	50%	75%	59%	88%
HIST118	Face to Face Course	54%	78%	58%	85%	59%	82%	60%	83%	60%	87%	57%	86%
	Online Course	39%	73%	49%	85%	54%	80%	54%	81%	63%	84%	67%	87%
HIST119	Face to Face Course	43%	95%	36%	88%	44%	97%	51%	92%	59%	94%	60%	86%
	Online Course	54%	82%	46%	83%	45%	78%	47%	82%	45%	76%	55%	85%
HIST120	Face to Face Course	46%	83%	39%	74%	39%	81%	64%	75%			91%	100%
HIST138	Face to Face Course							100%	100%	100%	100%		
PHIL101	Online Course	72%	86%	81%	94%	68%	89%	68%	85%	68%	89%	66%	84%
PHIL102	Face to Face Course	74%	86%	75%	81%	75%	83%	79%	82%	79%	86%	89%	97%
	Online Course	63%	81%									85%	96%
PHIL105	Face to Face Course	81%	88%	88%	89%	84%	90%	89%	94%	88%	92%	88%	95%
	Online Course									74%	89%	66%	82%
PHIL112	Face to Face Course	62%	71%	62%	73%	59%	67%	81%	85%	59%	65%	92%	94%
PHIL114	Face to Face Course	83%	91%	82%	90%	80%	86%	75%	82%	75%	83%	76%	92%
	Online Course	57%	76%	47%	68%	46%	67%	55%	72%	60%	78%	54%	76%
PHIL121	Face to Face Course	74%	90%	76%	85%	72%	88%	86%	93%	86%	93%	83%	90%
	Online Course					46%	59%	54%	89%	57%	86%	58%	78%
Grand Total		65%	85%	67%	87%	66%	87%	68%	87%	72%	89%	75%	91%

■ Retention %   ■ Success %

9

HIST, HUM, PHIL: Sections, Enrollment, FTES

course_type	course (group)	2011-2012			2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
		Sectio..	Enroll..	FTES	Sectio..	Enroll..	FTES	Sectio..	Enroll..	FTES	Sectio..	Enroll..	FTES	Sectio..	Enroll..	FTES	Sectio..	Enroll..	FTES
Face to Face Course	HIST101 & HUM101	3	251	26	3	239	25	3	216	22	3	219	23	3	215	22	5	281	29
	HIST102 & HUM102	1	49	5													2	55	5
	HIST103 & HUM103	2	73	8	2	72	7	2	69	7	2	62	6	2	46	5	2	43	4
	HIST104 & HUM104	3	210	22	3	210	22	3	110	11	3	88	9	2	81	8	2	60	6
	HIST105 & HUM105	2	76	8	5	241	24	3	155	16	4	118	12	5	157	17	3	82	9
	HIST107	9	466	49	9	469	49	9	437	46	11	502	51	14	563	57	20	709	70
	HIST108	11	493	51	11	439	46	10	442	46	13	483	49	14	506	50	20	634	62
	HIST118	21	867	90	21	898	93	24	1,002	102	25	939	98	23	767	80	24	768	80
	HIST119	2	150	16	2	149	15	2	146	15	2	124	13	2	107	11	2	93	10
	HIST120	2	94	10	2	72	7	2	57	6	2	44	5				2	65	6
	HIST138										1	3	0	1	4	0			
	PHIL102	4	125	13	4	131	13	4	123	13	5	136	14	4	97	10	2	62	6
	PHIL105	5	182	15	3	93	10	2	63	6	4	119	19	3	88	9	3	80	8
	PHIL112	2	85	9	2	71	7	2	78	8	2	54	6	2	49	5	2	64	7
	PHIL114	6	180	19	7	171	18	5	125	13	4	102	11	4	63	7	3	63	6
	PHIL121	7	244	26	6	213	22	5	138	15	5	108	11	4	73	8	3	63	7
	Total	80	3,545	364	80	3,468	358	76	3,161	326	86	3,101	328	83	2,816	289	95	3,122	315
Online Course	HIST101 & HUM101	1	84	8	1	93	9	1	90	9	1	84	8	2	171	17	2	179	17
	HIST102 & HUM102	5	404	39	5	376	37	5	401	39	5	418	41	6	496	48	6	507	49
	HIST105 & HUM105	3	221	21	2	155	15	3	178	17	3	172	17	4	283	27	3	209	20
	HIST107	3	149	14	3	153	15	3	143	14	3	137	13	4	153	15	4	159	15
	HIST108	4	193	19	5	244	24	3	152	15	3	145	14	4	170	17	4	165	16
	HIST118	2	88	9	2	81	8	3	143	14	3	127	12	3	134	13	4	165	16
	HIST119	3	185	18	4	247	24	4	200	19	4	159	15	5	194	19	5	184	18
	PHIL101	1	79	8	1	80	8	3	235	23	3	224	22	3	229	22	4	295	29
	PHIL102	1	43	4													1	46	4
	PHIL105													1	38	4	2	82	8
	PHIL114	3	120	12	2	85	8	2	78	8	3	127	12	3	72	7	2	85	8
	PHIL121							1	41	4	2	76	7	3	117	11	4	134	13
	Total	26	1,566	152	25	1,514	147	28	1,661	161	30	1,669	162	38	2,057	200	41	2,210	215
Grand Total		106	5,111	517	105	4,982	505	104	4,822	488	116	4,770	490	121	4,873	489	136	5,332	529

HIST, HUM, PHIL: Course Efficiency

AcademicYear	Term Code - Desc	Division Desc	course (group)	Max. Lab Sessions	FTES/FTEF	FTES	FTEF	Enrollment	maxenrollm..	Fill Rate (copy)	Day 1 Waitlist	Demand Ratio
2016-2017	Summer 2016	Social & Behavioral Sciences	HIST101 & HUM101	0	27.74	11.73	0.42	119	125	95%	11	104%
			HIST102 & HUM102	0	44.91	9.52	0.21	98	80	123%	20	148%
			HIST105 & HUM105	0	21.60	9.07	0.42	93	112	83%	3	86%
			HIST107	0	13.90	8.84	0.64	90	110	82%	4	85%
			HIST108	0	18.09	7.60	0.42	77	77	100%	3	104%
			HIST118	0	11.69	14.80	1.27	150	222	68%	3	69%
			HIST119	0	17.87	3.79	0.21	39	45	87%	0	87%
			PHIL101	0	38.03	8.06	0.21	83	80	104%	2	106%
			PHIL102	0	21.08	4.47	0.21	46	45	102%	4	111%
			PHIL105	0	6.78	1.41	0.21	14	33	42%	0	42%
			PHIL114	0	6.15	1.41	0.23	15	60	25%	0	25%
			PHIL121	0	16.04	3.40	0.21	35	45	78%	0	78%
		Total		0	18.04	84.10	4.66	859	1,034	83%	50	88%
	Fall 2016	Social & Behavioral Sciences	HIST101 & HUM101	0	78.65	15.73	0.20	157	170	92%	0	92%
			HIST102 & HUM102	0	39.59	15.83	0.40	163	160	102%	7	106%
			HIST103 & HUM103	0	10.88	2.18	0.20	21	35	60%	0	60%
			HIST104 & HUM104	0	16.06	3.21	0.20	31	60	52%	0	52%
			HIST105 & HUM105	0	20.80	12.48	0.60	122	185	66%	8	70%
			HIST107	0	54.08	54.08	1.00	555	606	92%	19	95%
			HIST108	0	18.59	18.59	1.00	182	219	83%	3	84%
			HIST118	0	20.04	40.07	2.00	390	431	90%	8	92%
			HIST119	0	21.32	12.79	0.60	128	150	85%	3	87%
			PHIL101	0	29.14	5.83	0.20	60	80	75%	0	75%
			PHIL102	0	17.10	3.42	0.20	33	32	103%	3	113%
			PHIL105	0	17.52	7.01	0.40	70	78	90%	2	92%
			PHIL112	0	16.06	3.21	0.20	31	33	94%	7	115%
			PHIL114	0	13.45	5.81	0.43	58	77	75%	0	75%
			PHIL121	0	10.68	6.41	0.60	63	111	57%	0	57%
		Total		0	25.10	206.65	8.23	2,064	2,427	85%	60	88%
	Spring 2017	Social & Behavioral Sciences	HIST101 & HUM101	0	50.26	10.05	0.20	97	100	97%	0	97%
			HIST102 & HUM102	0	52.36	20.94	0.40	220	230	96%	1	96%
			HIST103 & HUM103	0	11.40	2.28	0.20	22	35	63%	0	63%
			HIST104 & HUM104	0	15.02	3.00	0.20	29	100	29%	0	29%
			HIST105 & HUM105	0	36.91	7.38	0.20	76	80	95%	0	95%
			HIST107	0	19.31	19.31	1.00	189	229	83%	12	88%
			HIST108	0	40.35	48.42	1.20	505	602	84%	5	85%
			HIST118	0	17.01	40.83	2.40	393	503	78%	12	81%
			HIST119	0	18.22	10.93	0.60	110	160	69%	0	69%
			HIST120	0		6.23	0.00	65	72	90%	0	90%
			PHIL101	0	36.43	7.29	0.20	75	80	94%	2	96%
			PHIL102	0	15.02	3.00	0.20	29	32	91%	4	103%
			PHIL105	0	19.49	7.80	0.40	78	78	100%	2	103%
			PHIL112	0	17.10	3.42	0.20	33	33	100%	3	109%
			PHIL114	0	17.31	7.48	0.43	75	78	96%	4	101%
			PHIL121	0	13.45	5.38	0.40	53	78	68%	0	68%
		Total		0	24.75	203.76	8.23	2,049	2,490	82%	45	84%
Grand Total				0	23.41	494.51	21.13	4,972	5,951	84%	155	86%

HIST, HUM, PHIL: FTEF, FTES, Efficiency

Subject
Multiple values

Subject__
Multiple values

Academic Year
Multiple values

Academic Year

Subject__	2011-2012			2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
	FTEF	FTES	FTES/..	FTEF	FTES	FTES/..	FTEF	FTES	FTES/..	FTEF	FTES	FTES/..	FTEF	FTES	FTES/..	FTEF	FTES	FTES/..
HIST	14.369	364.77	25.39	14.879	369.47	24.83	14.744	359.60	24.39	14.736	348.58	23.65	14.635	362.12	24.74	14.767	396.80	26.87
HUM	0.000	47.08		0.000	49.60		0.000	39.13		0.000	38.96		0.000	43.75		0.000	35.92	
PHIL	5.760	104.73	18.18	5.202	86.37	16.60	4.729	89.04	18.83	5.568	102.12	18.34	5.384	82.87	15.39	5.292	96.76	18.28
Grand Total	20.129	516.57	25.66	20.081	505.44	25.17	19.473	487.77	25.05	20.304	489.66	24.12	20.019	488.74	24.41	20.059	529.48	26.40

FTES

FTEF

Efficiency
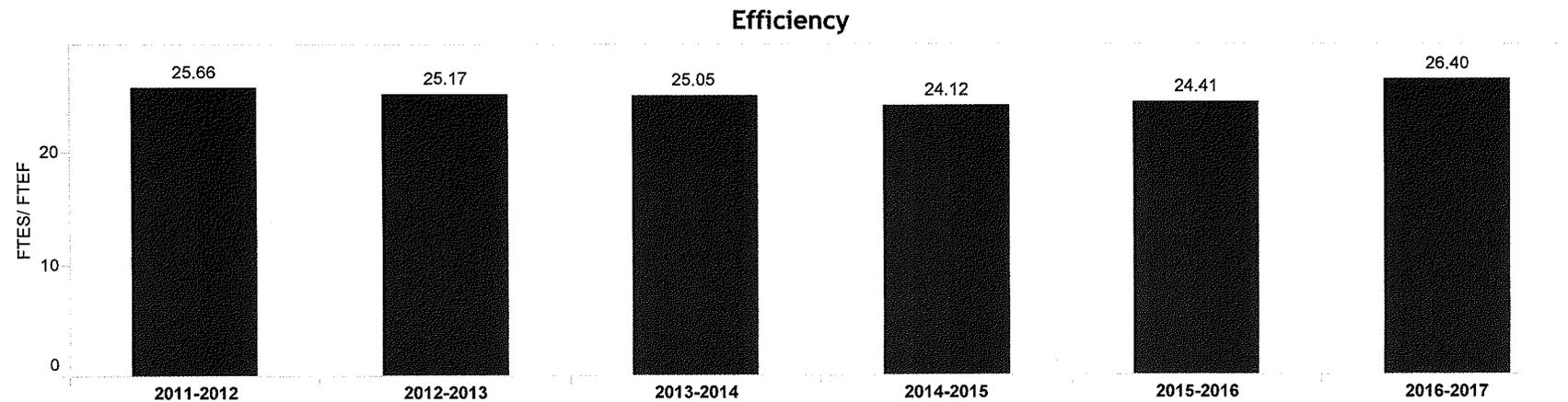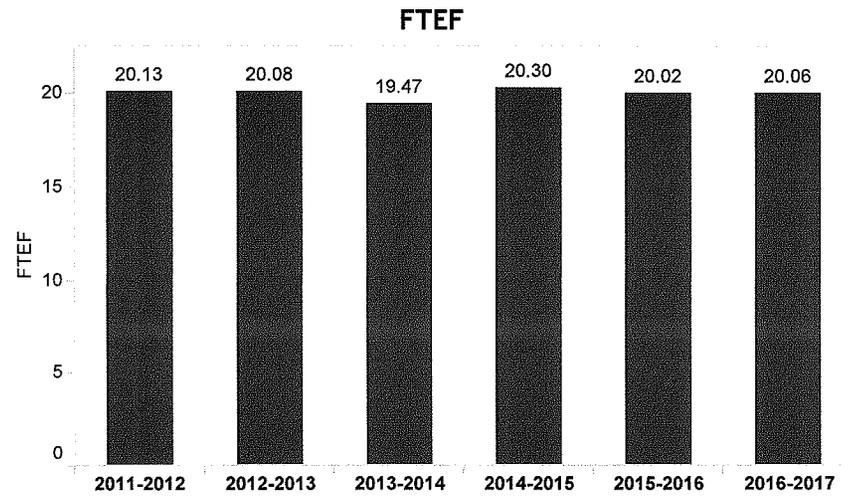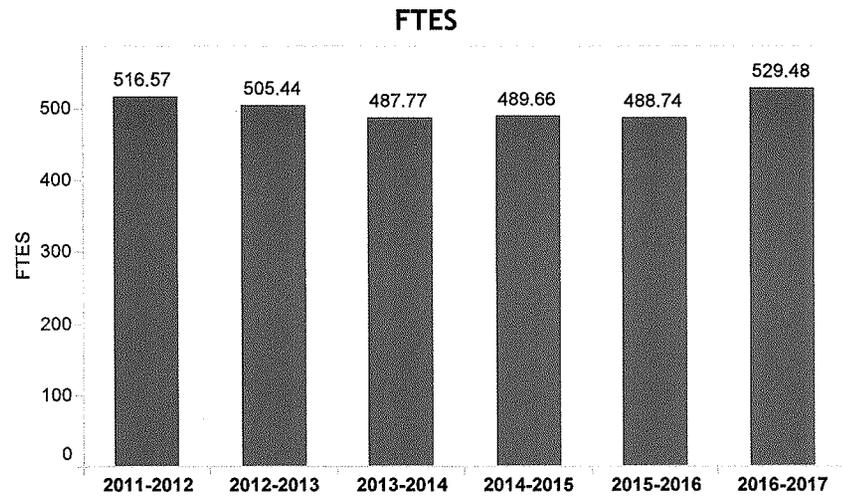
All: FTEF by Faculty Type

If multiple faculty teach the same course the TOTAL section count may not equal the SUM of sections shown

Academic Year

Faculty Type	2011-2012				2012-2013				2013-2014			
	FTEF	Overload	Faculty	Sections	FTEF	Overload	Faculty	Sections	FTEF	Overload	Faculty	Sections
Instructional - FT	7.480	1.664	3.0	45.0	7.272	1.264	3.0	42.0	5.880	1.648	3.0	37.0
Instructional - PT	12.649	0.000	15.0	61.0	12.809	0.000	13.0	63.0	13.593	0.000	13.0	67.0
Grand Total	20.129	1.664	18.0	106.0	20.081	1.264	16.0	105.0	19.473	1.648	16.0	104.0

Academic Year

Faculty Type	2014-2015				2015-2016				2016-2017			
	FTEF	Overload	Faculty	Sections	FTEF	Overload	Faculty	Sections	FTEF	Overload	Faculty	Sections
Instructional - FT	4.874	1.822	2.0	33.0	5.190	2.366	2.0	37.0	5.216	2.340	2.0	37.0
Instructional - PT	15.430	0.000	18.0	83.0	14.829	0.000	23.0	84.0	14.843	0.000	26.0	100.0
Grand Total	20.304	1.822	20.0	116.0	20.019	2.366	25.0	121.0	20.059	2.340	28.0	137.0

All: % of Total FTEF, Overload

Bar = % FTEF
Circle = Overload

All: Count of Faculty Type
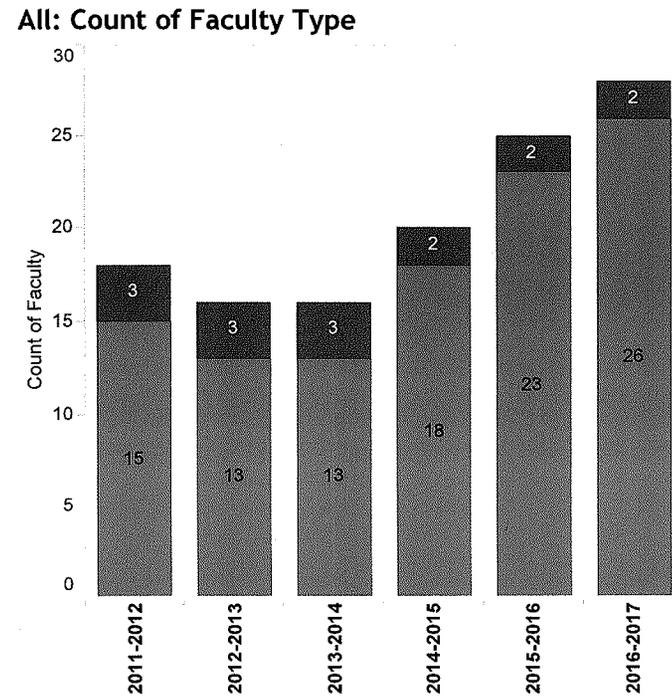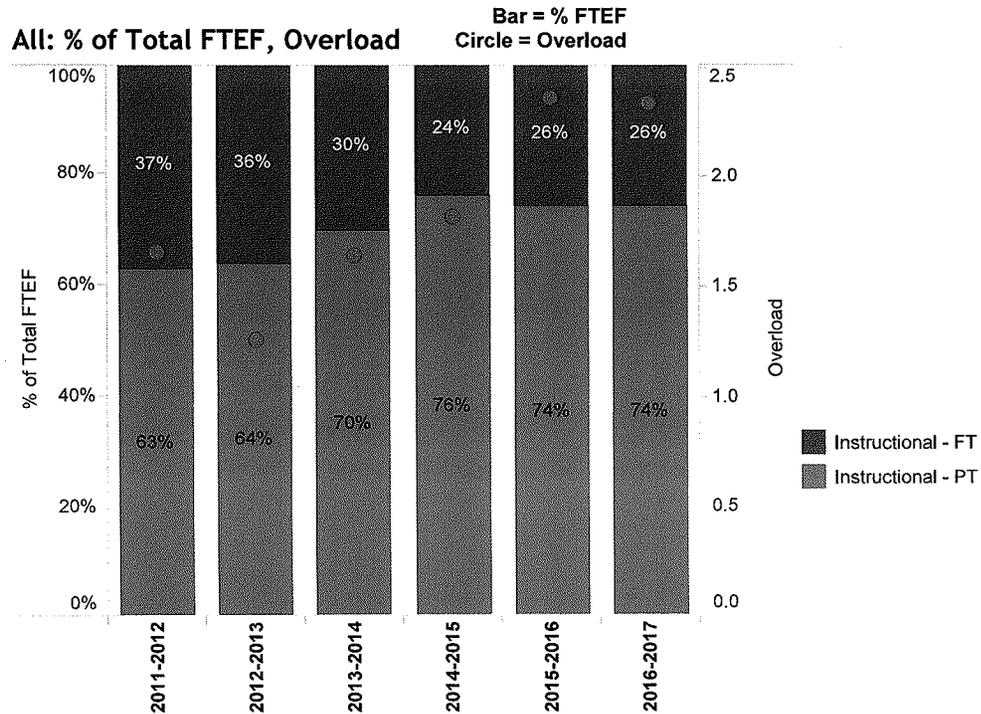
ALL AHC: FTEF by Faculty Type

Instruction Type	Faculty Type_	Academic Year						
		2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Instructional	FT	233.5	226.1	222.3	221.5	211.1	219.2	235.5
	PT	325.5	282.5	308.9	334.9	358.5	379.7	356.5
	Total	558.9	508.6	531.2	556.4	569.6	598.9	592.0
NonInstructional	FT	47.8	45.5	51.5	55.4	68.3	70.9	74.1
	PT	24.3	25.6	30.8	30.4	35.5	37.4	36.3
	Total	72.1	71.0	82.3	85.8	103.8	108.3	110.4
Grand Total		631.1	579.6	613.4	642.2	673.4	707.2	702.4

ALL AHC: % of FTEF (Fall & Spring terms only)

Faculty Type
■ FT   ▨ PT

14
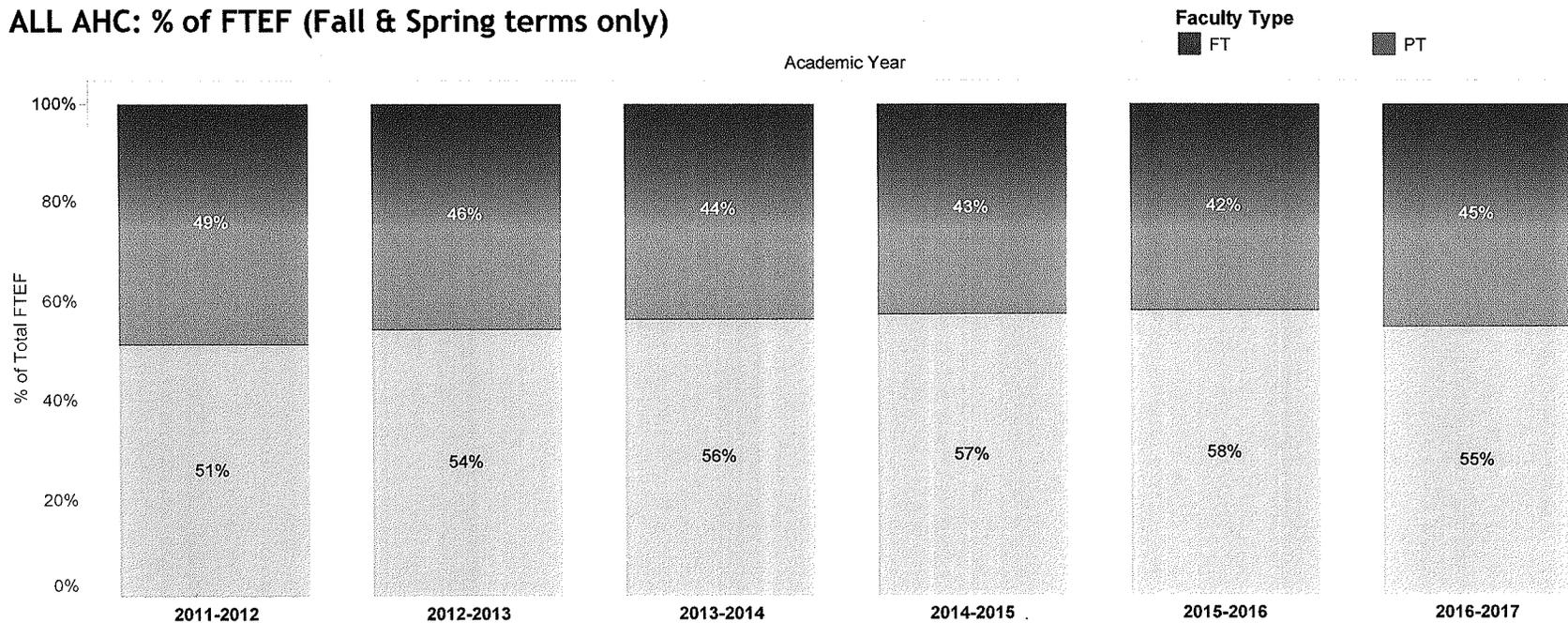
Retention & Success by demographics for HIST, HUM, PHIL

Legend: Retention % | Success %

age_category

	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	Ret	Succ	Ret	Succ	Ret	Succ	Ret	Succ	Ret	Succ	Ret	Succ
Under 19	67%	88%	67%	90%	66%	90%	70%	89%	73%	92%	79%	94%
20-24	62%	84%	66%	86%	66%	85%	67%	87%	74%	89%	72%	89%
25-29	65%	83%	61%	82%	62%	84%	67%	84%	66%	84%	63%	87%
30-34	67%	82%	68%	86%	63%	84%	59%	84%	64%	85%	66%	88%
35-39	57%	76%	63%	80%	66%	84%	65%	83%	64%	84%	69%	89%
40-49	73%	85%	79%	92%	68%	78%	74%	91%	73%	88%	75%	90%
50+	72%	81%	79%	86%	72%	81%	67%	84%	68%	89%	76%	89%
Grand Total	65%	85%	67%	87%	66%	87%	68%	87%	72%	89%	75%	91%

Gender

	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	Ret	Succ	Ret	Succ	Ret	Succ	Ret	Succ	Ret	Succ	Ret	Succ
Female	65%	84%	67%	86%	65%	86%	68%	86%	72%	89%	75%	91%
Male	65%	87%	67%	88%	66%	88%	68%	89%	72%	90%	74%	92%

ETHNICITY

	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	Ret	Succ	Ret	Succ	Ret	Succ	Ret	Succ	Ret	Succ	Ret	Succ
Asian	79%	91%	81%	89%	83%	91%	85%	92%	81%	91%	82%	93%
Black	56%	83%	64%	89%	56%	88%	55%	87%	67%	90%	65%	88%
Filipono	72%	84%	71%	84%	63%	87%	72%	85%	76%	88%	77%	91%
Hispanic	59%	84%	61%	86%	61%	86%	63%	85%	67%	88%	70%	89%
Native Am	68%	88%	67%	90%	66%	87%	59%	84%	81%	95%	78%	91%
Pac Isl	60%	80%	74%	94%	61%	84%	58%	86%	67%	92%	53%	87%
White	71%	87%	73%	89%	71%	88%	76%	90%	78%	91%	79%	93%

Enrollment Status

	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	Ret	Succ	Ret	Succ	Ret	Succ	Ret	Succ	Ret	Succ	Ret	Succ
First Time Student	59%	88%	58%	89%	59%	89%	58%	86%	62%	88%	62%	91%
First Time Transfer	75%	91%	72%	90%	76%	92%	75%	93%	82%	92%	76%	93%
Continuing	65%	84%	67%	86%	66%	86%	68%	87%	70%	88%	69%	88%
Returning	61%	83%	62%	88%	57%	84%	55%	80%	65%	86%	71%	90%
Concurrent	95%	99%	93%	98%	87%	95%	96%	99%	95%	99%	96%	99%

History Course	Major(S)	AHC MCGS	AHC GE Category	C-ID	CSU GE Area
✓ PHIL 101	X		3	PHIL 100	C2
✓ PHIL 102	X		3		C2
✓ PHIL 105	X		3	PHIL 120	C2
✓ PHIL 112	X		4B	PHIL 110	A3
✓ PHIL 114	X		4B		A3
✓ PHIL 121	X	X	3		C2
PHIL 122	X		3		C2
3/1/17	DD				

IGETC Area
3B
3B
3B
1B
3B
3B

COURSE REVIEW VERIFICATION

Discipline:__Humanities_____Year:__2016/2017_____

Program/Discipline____Humanities/History/Philosophy_____

As part of the program evaluation process, the self-study team has reviewed the course outlines supporting the discipline/program curriculum. The review process has resulted in the following recommendations:

1. The following course outlines are satisfactory as written and do not require modification (list all such courses):

    History/Humanities 103, 105
    Philosophy 122

2. The following courses require minor modification to ensure currency. It is anticipated that such minor modifications will be completed by _____None_____.

3. The following courses require major modification. The self-study team anticipates submitting such modifications to the AP&P committee, FALL 20_17___ SPRING 20_18___
    All other courses have been rewritten and are waiting to be submitted in the new CurricUNET

GENERAL EDUCATION or MULTICULTURAL/GENDER COURSES

The following courses were also reviewed as meeting an **AHC general education** requirement and were found to satisfactorily meet the established criteria (list courses by prefix & number):
HIST/HUM 101, 102, 103, 104, 105 HIST 107, 108, 118, 119, 120, 138 PHIL 101, 102, 105, 112, 114, 121, 122

The following courses were also reviewed as meeting an **AHC general education** requirement and will require modification to ensure the content reflects compliance with category definitions (list courses by prefix & number). It is anticipated that such modifications will be completed by:
(date) _____None_____

The following courses were also reviewed as meeting the **multicultural/gender graduation** requirement and were found to satisfactorily meet the established criteria (list courses by prefix & number):

HIST/HUM 101, 102, 103, 120   PHIL 121

The following courses were also reviewed as meeting the **multicultural/general graduation requirement** and will require modification to ensure the content reflects compliance with category definitions (list courses by prefix & number). It is anticipated that such modifications will be completed by:
(date) _____None_____

COPY

Course Review Team Members:

_____ 4/17/17	_____
Signature Date	Signature Date
_____	Rick Rantz 4/17/17
Signature Date	Signature Academic Dean Date

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APPENDICES

ASSOCIATE in ARTS in HISTORY
for TRANSFER (AA-T)

History is the study of continuity and change in human societies over time. The history major fosters an understanding of ourselves and our world through the study of the past-both remote and recent. It is by nature an extremely broad discipline that includes an analysis of individuals and groups, events and phenomena, long-term trends and short-term trends, institutions, societies, and cultures. The primary objectives of the associate in arts in history for transfer degree are: to prepare students for transfer to a California State University and completion of general education requirements for the students planning to enroll in a four-year institution.

The graduate of the AA-T in history will:

- Identify connections between specific people, groups, events and ideas and larger historical themes, developments and topics.

- Describe how the social, political, intellectual, and economic systems of a particular society change over time.

- Critically analyze primary and secondary sources in college-level essays, written assignments, and research papers.

Associate Degree for Transfer Requirements

Completion of 60 semester units that are eligible for transfer to the California State University, including the following:

A. The completion of the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth (CSU GE). The following Allan Hancock College graduation requirements will not be required: Health and Wellness, Multicultural Gender Studies and Allan Hancock College General Education.]

B. A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district.

C. Obtainment of a minimum grade point average of 2.0 with all courses in the major being completed with a grade of "C" or better.

Associate in Arts in History for Transfer Program Requirements

1. **GENERAL EDUCATION:** Complete one of the following:
   a) CSU General Education Pattern — 39 units
   b) Intersegmental General Education
      Transfer Curriculum — 37 units
      Total GE Units: — 37-39 units

2. **MAJOR CORE COURSES:** A major of 18 units is required for the associate in arts in history for transfer degree.

COURSE NUMBER	TITLE	UNITS
Required core courses (18 units):		
HIST 101	World Civilizations to 1600	3
HIST 102	World Civilizations Since 1500	3
HIST 104	Western Civilization to 1650	3
HIST 105	Western Civilization Since 1650	3
HIST 107	U.S. History to 1877	3
HIST 108	U.S. History 1877 to Present	3

3. **DOUBLE COUNTING:** A maximum of 12 units may be double counted for the CSU GE and/or IGETC general education requirements.
   a) Total CSU GE and AA-T in History Units: — 42
   b) Total IGETC and AA-T in History Units: — 49

4. **Select additional course(s)**, if needed to achieve the 60 units required for the Transfer Associate Degree.

VALIDATION

EXECUTIVE SUMMARY
(Validation Team Report)

1. MAJOR FINDINGS

Strengths of the program/discipline:

1. Strong full time and part time instructors.
2. Growing program.
3. Better than AHC averages for retention and success.
4. Large class size averages.

Concerns regarding the program/discipline:

1. Need to develop philosophy degree.
2. Need to hire one philosophy and one history instructor.

2. RECOMMENDATIONS

1. Continue to improve already high FTES to FTEF ratio.
2. Work towards developing philosophy degree.
3. Consider hiring two full time instructors when the budget improves.

VALIDATION TEAM SIGNATURE PAGE

Gary Bierly
_____

Patty Estrada
_____

_____

Klaus P. Quill
_____

_____

_____

PLAN OF ACTION – POST-VALIDATION
(Sixth-Year Evaluation)

DEPARTMENT Social & Behavioral Sciences   PROGRAM Humanities

In preparing this document, refer to the Plan of Action developed by the discipline/program during the self-study, and the recommendations of the Validation Team. Note that while the team should strongly consider the recommendations of the validation team, these are recommendations only. However, the team should provide a rationale when choosing to disregard or modify a validation team recommendation.

Identify the actions the discipline/program plans to take during the next six years. Be as specific as possible and indicate target dates. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives) The completed final plan should be reviewed by the department as a whole.

Please be sure the signature page is attached.

RECOMMENDATIONS TO IMPROVE DESIRED **STUDENT OUTCOMES** AND IMPROVE STUDENT PERFORMANCE	**Theme/Objective/ Strategy Number AHC from Strategic Plan**	**TARGET DATE**
Continue to integrate new technologies	SLS1, SLS2	2018/2019

RECOMMENDATIONS TO ACCOMMODATE CHANGES IN **STUDENT CHARACTERISTICS**	**Theme/Objective/ Strategy Number AHC from Strategic Plan**	**TARGET DATE**
Enrollment Changes Continue to examine FTES over FTEF to increase productivity.	IE1	2018/2019
Demographic Changes None.		

RECOMMENDATIONS TO IMPROVE THE **EDUCATIONAL ENVIRONMENT**	**Theme/Objective/ Strategy Number AHC from Strategic Plan**	**TARGET DATE**
Curricular Changes **Create a degree in philosophy.**	SLS2	2019/2020
Co-Curricular Changes None		
Neighboring College and University Plans None		
Related Community Plans None		

RECOMMENDATIONS THAT REQUIRE ADDITIONAL RESOURCES	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
Facilities None		
Equipment None		
Staffing Hire a F/T history and philosophy instructor.	SLS2	2019/2020

VALIDATION TEAM RECOMMENDTIONS Disregarded or modified (if appropriate)	REASON	ACTION/CHANGEEGE
Recommendation Team's recommendations accepted.		
Recommendation 		
Recommendation 		

PLAN OF ACTION – Post-Validation

Review and
Approval

Plan Prepared By

_____GARY BIERLY_____ Date: _2/27/18_

_____ Date:_____

_____ Date:_____

_____ Date:_____

_____ Date:_____

Reviewed:

Department Chair*
_____J. Bierly_____ Date: _2/27/18_

*Signature of Department Chair indicates approval by department of Plan of Action.

Reviewed:

Dean of Academic Affairs
_____Rick Rank_____ Date:_4/6/18_

Vice President, Academic Affairs
_____ Date:_4-9-18_