ℹ️ Department Chairs/Program Leads: Please press the edit symbol in the right-hand corner to update. Below, the text in bold corresponds both to the name of the box when editing this page and also to the first-column on the APRU worksheet. If you have questions, please contact: papemary@fhda.edu. ✕

🏛 Dept - (SSH) History 🖉

2018-19 Annual Program Review Update Submitted By: Carol Cini

APRU Complete for: 2018-19

Program Mission Statement: The History department offers a variety of lower division courses in many subfields within the discipline that meet De Anza G.E. requirements and are UC and CSU transferable. Students develop critical thinking skills and use secondary and primary sources to analyze the human condition within the context of various cultures, civilizations, and time periods.

I.A.1 What is the Primary Focus of Your Program?: Transfer

I.A.2 Choose a Secondary Focus of Your Program?: Personal Enrichment

I.B.1 Number Certificates of Achievment Awarded:

I.B.2 Number Certif of Achievment-Advanced Awarded:

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded: 22

I.B.4 # AA and/or AS Degrees Awarded:

I.B.5 Strategies to Increase Awards : From 2016-17 to 2017-18, the History Department more than DOUBLED the number of AAT degrees earned in the field of History from 9 to 22. To help achieve this goal and to try to increase the number of degrees earned in the future, the History Department has been using several strategies: 1) announcements in class and emails sent to students through MyPortal by faculty members, 2) emailed reminders sent to instructors by one of the history department co-chairs to encourage outreach to diverse students, 3) multicultural posters with history themes placed in the classrooms, and 4) a printed announcement to students about the AAT in History which was included on a survey for our Program Learning Outcome and which was distributed by instructors directly to their classes.

I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics: NA

I.C.2 CTE Programs: Labor Market Demand and Industry Trends :: NA

I.D.1 Academic Services & Learning Resources: #Faculty served: NA

I.D.2 Academic Services & Learning Resources: #Students served: NA

I.D.3 Academic Services & Learning Resources: #Staff Served: NA

I.E.1 Full time faculty (FTEF): 9.6

I.E.2 #Student Employees: NA

I.E.3 Ratio % of Full -time Faculty Compared to % Part-time Faculty Teaching:
+2.3% -- Increase in % ratio FT is actually result of a 25.8% DECREASE in # of sections offered.

I.E.4 # Staff Employees: NA

I.E.4 #Staff Employees:

I.E.5 Changes in Employees/Resources: NA

II.A Enrollment Trends: History Department enrollment, by academic year, was:

2017-2018 ---- 4,339
2016-2017 ---- 4,699
2015-2016 ---- 5,544
2014-2015 ---- 6,162
2013-2014 ---- 6,190
2012-2013 ---- 6,548
2011-2012 ---- 6,535
2010-2011 ---- 6,396

II.B Overall Success Rate: There has been an increase of 1% in the overall success rate in History courses, from 73% (in 2016-17)   to 74% (in 2017-18).

II.C Changes Imposed by Internal/External Regulations: The loss of the materials fee (for the printing of classroom materials) has contributed to an increasing DIGITAL DIVIDE for students who are without resources to print such materials (e.g., syllabi, reading handouts, instructions for assignments, etc.) which faculty now have to send by email (as PDF files) or post online in Canvas or on instructor websites, rather than distribute in class as we used to. This DIGITAL DIVIDE further exacerbates the situation of the most vulnerable targeted student populations who often have the least resources to print classroom materials; this situation is an equity issue.

In addition, there will HAVE to be a photocopying budget for exams, which, of course, cannot be placed online for obvious reasons related to academic integrity; the college is arguably obligated to provide photocopying of exams and other necessary academic materials in order to achieve its student learning outcomes.

The history department has seen a decline in enrollment and a loss of several class sections for World History courses since those courses were UN-cross-listed by the administration a few years ago, and since changes occurred in General Education (G.E.) requirements, and due to the general statewide enrollment declines, as well as early class cut deadlines at De Anza College.

In addition, statewide enrollment declines, as well as De Anza College class cut deadlines and policies have already contributed to the loss of sections for other courses in history; these

courses include California History, Women's History, Latin American History, and World History. These courses are also part of the AAT degree in History. If such class cuts continue, the History Department may need to redesign its AAT degree in History, which would have to take into consideration fewer diverse course offerings for students, and that would be unfortunate, since this situation would seem to be at odds with the college's equity goals.

III.A.1 Growth and Decline of Targeted Student Populations: 2017-18 Enrollment: Despite the decline in ENROLLMENT overall in History courses -- and this decline has occurred at the college as a whole as well -- there has been an increase in the SUCCESS RATE in History courses, overall, during the past 5 years, for different groups (see III.B., below). The decline in enrollment numbers of students, overall, in History courses, as well as the decline in enrollment numbers of targeted groups of students, overall, in History courses, has paralleled a similar decline in enrollment of students at the college, overall, for both targeted and non-targeted groups.

III.A.2 Targeted Student Populations: Growth and Decline: The enrollment trends in the last 5 years for African American, Latino/a, Filipino/a, and Pacific Islander students in the History Department have paralleled fairly closely those of the college as a whole, and the difference in enrollment between History courses and the college as a whole only varied by 1 or 2 percentage points for 2017-18. In the only case in 2017-18 where there was a 3 percentage point difference, the History Department actually had HIGHER enrollment for Latino/a students than the college as a whole.

III.B.1 Closing the Student Equity Gap: Success Rates: History Department success rates have increased for targeted groups, as a whole, over the past 5 years, from 58% in 2013-14, to 64% in 2017-18. (Targeted groups = historically underrepresented groups.) The success rates for targeted groups were actually 1 percent higher in 2016-17 at 65%.

Furthermore, History Department course success rates for targeted groups have been improving over the last five years, and importantly, success rates for every group have been raised during that time period. In addition, all groups, except one, in 2017-18 have remained at or above the ACCJC (accreditation group) institutional standard for successful course completion rate at or above 60%, and yet even this group was still very close to 60% (please see below):

INCREASES in SUCCESS RATES in HISTORY COURSES for TARGETED GROUPS
-- from 2013-14 to 2017-18:

-- African Americans: from 51% to 58%
-- Filipinos/as: from 65% to 73%
-- Latinos/as: from 57% to 63%
-- Pacific Islanders: from 44% to 67%

African American student success rates in History courses were at 58% in 2017-18 (but they had attained 60% in 2016-17 and 61% in 2017-18), while the college's overall success rate for African American students was at 66% in 2017-18. It is the history department's goal to improve the success rate for this group in history courses with faculty outreach to individual

students and other strategies related to equity goals, such as referrals of students for tutoring and counseling and the use of on-campus resources such as the Men of Color Community advising group. (Please also see sections below on departmental equity efforts.)

Most of the numbers, above, are also in contrast to the success rates in History courses, overall, for Asian/Asian American students (82% in 2017-18, which increased from 74% in 2013-14), as well as the success rates for White students (79% in 2017-18, which increased from 71% in 2013-14).

Please see sections below on departmental equity planning and progress and efforts to improve success rates for targeted groups of students in history courses.

III.B.2 Closing the Student Equity Gap: Withdrawal Rates: Below are the withdraw rates for 2017-18 for various student groups in the History Department:

African Americans: 12%

Latinos/as: 16%

Filipinos/as: 11%

Pacific Islanders: 19%

Asian: 9%

White: 8%

Compared to the college as a whole, the History Department has a lower withdraw rate for African Americans (at 12% in History in contrast to 14% at the college overall). On the other hand, History has a slightly higher withdraw rate for Latinos/as (at 16% in History in contrast to 13% at the college overall), although these numbers are very close. In addition, History has a higher withdraw rate for Pacific Islanders (at 19% in History in contrast to 14% at the college overall), although the smaller enrollment figures for Pacific Islander students may skew these percentages to some extent. The withdraw rate for Filipinos/as is the same in History and at the college overall at 11%.

III.B.3 Closing the Student Equity Gap: 2017-18 Gap: Success Gap reported on Program Review Data Sheet between Targeted Groups and Non-Targeted Groups:

2013-14:   --   14%

2014-15:   --   17%

2015-16:   --   14%

2016-17:   --   14%

2017-18:   --   16%

III.C Action Plan for Targeted Group(s): In accordance with ACCJC requirements (the accreditation group), and the college's institutional standard for successful course completion at or above 60%, the History Department as a whole has put into place specific equity plans as described in the next section, III.D., on departmental equity planning and progress.

III.D Departmental Equity Planning and Progress: Although the History Department success rates in the past 5 years for targeted groups have improved overall, yet the History Department's success rates overall (for both targeted and non-targeted groups) are, in general,

lower than the success rates for students at the college overall (again, for both targeted and non-targeted groups). One exception in the 2017-18 year was that the success rate for Pacific Islanders was higher in History (67%) than at the college as a whole (65%). In addition, in 2017-18, the success rate for Asian/Asian American students in History (82%) was the same as that at the college as a whole (82%).

---- With regard to success rates for MOST student groups being lower in History Department courses than their success rate college-wide, there are several possible reasons for this, and several possible solutions:

POSSIBLE REASONS for Lower Success Rates:

1. The History Department has been required by some U.C. History departments to teach a certain level of writing in all history classes (in contrast to other humanities and social science departments at De Anza College, which are NOT facing this requirement and its enforcement through the articulation process). The U.C. History departments are mandating a commitment from De Anza History faculty of 1,700 words total of written work in each class, including a 750 word typed paper. The U.C. expects to see this on all De Anza History syllabi, or our classes will no longer be eligible for transfer to these particular U.C. campuses. It is likely that targeted student populations have a more difficult time meeting this U.C. writing requirement in our classes due to their high school preparation or due to secondary language issues. Unfortunately, In general, they withdraw from our classes at higher rates than other groups, which could be due to their writing preparation or to secondary language issues in relation to the writing load in history classes at De Anza College.

2. The above situation is true at a time when De Anza does not have adequate student resources for tutorial services, or adequate computer and printing resources for students who do NOT have computers or printers at home for typing and printing papers.

3. The lower success rates for targeted groups of students also possibly exist because History, along with other humanities and social science courses, does NOT have any pre-requisites in terms of reading and/or writing classes, so students can enroll in transfer-level history courses, or any other transfer-level humanities or social science courses at De Anza, without being able to read and write at the college level. Students are often unaware of the "advisory" in the course catalog that they should be eligible to enroll in EWRT 1A (college-level writing) (or ESL 5, the equivalent), before they enroll in history and/or other social science courses. Since the "advisory" is not enforceable through the registration process, unfortunately, the "advisory" is often not completely clear to students who may not have been advised properly, or who may have secondary language issues in relation to the writing requirement for UC-articulated courses in the history department. In contrast to the situation in History and the other humanities and social science courses, students are NOT allowed to enroll in college-level English writing courses, such as EWRT 1A or ESL 5, unless they have already passed their remedial reading and writing courses at De Anza or elsewhere, and/or they have received clearance to enroll in EWRT 1A or ESL 5 through a placement test or its equivalent. If reading

and writing pre-requisites were established in history and social science courses, it is possible that success rates for targeted student groups would also rise.

4. Lower success rates are also affected by class size and facilities, for example, the fact that many of our classrooms are geared for loads for lecturing and not for teaching skills like writing, which faculty now have to do as well as teach history. Smaller class loads would help, as currently class size (load) for a single history class is set at 50 students, which is too large to try to provide individual attention to each student, particularly in regards to writing requirements mandated by the UC, and thus the large class size of 50 makes it difficult to reach our equity goals for targeted groups of students. In contrast, Math class size/load is often set at 40 students, or less, and English writing class size/load is often set at 30 students, or less. In addition, at some OTHER community colleges, history class size/load is set between 40 and 45 students. Furthermore, the History Department at De Anza offers some distance learning classes, and it is possible that targeted groups need more personal attention which they may not get in an on-line environment.

POSSIBLE SOLUTIONS for Improving Success Rates:

----- The History Department has included the following projects in their specific approach to departmental equity planning (in addition to the suggestions already stated above, including the proposal that class size/load be reduced):

1. Regular discussions at department meetings and among faculty themselves, as well as distribution by email of information about campus resources for outreach to diverse student groups (such as the following: Academic Skills & Tutoring Center, Writing and Reading Center, Counseling and Advising, Laptop Loan program, Free Bus Pass program, De Anza Food Pantry, the Men of Color Community advising group, IMPACT AAPI, LEAD: Latino/a Empowerment at De Anza, Jean Miller Resource Room for Women, Gender, & Sexuality, Student Health Services, Psychological Services, and other campus advising resources, as well as referrals of students to obtain an educational plan), have all been part of the ongoing efforts of the History Department to help improve student success rates for targeted groups, or historically under-represented populations.

2. Using B-budget funds, the History Department purchased diversity posters -- illustrating famous diverse role models in history -- to place in history classrooms, in an effort to create a more inclusive learning environment for targeted groups of students, and to increase awareness overall of diverse peoples' contributions to history, from U.S. History to World History and other fields. The History Department also participated in Welcome Day activities during Opening Day in Fall 2018, using the diversity posters and other materials to provide outreach to various student groups.

3. C.A.R. (Conversation, Application, Reflection) discussions were used to apply equity strategies in the classroom to help targeted groups of students, from more written feedback on writing, to methods for infusing diverse groups of peoples' history into the curriculum being

taught in the classroom, to outreach methods aimed at helping specific groups of students.

4. Cross-listing of HIST/ICS courses (African History, Asian History, Latin American History, African American History) and a HIST/WMST course (Women in American History) were fought for and preserved in order to maintain enrollment and diversity within the history curriculum.

5. The History department has informed its faculty of the need to take Canvas training or OmniUpdate training to make use of online course materials systems, in order to better facilitate potential access by all students, including targeted groups, to course materials that faculty must now post online rather than distribute in class in paper form, as a result of the loss of the materials fee for photocopying. Please also see request for a computer lab for students, in an effort to help targeted groups, in sections V.E.2 and V.E.3.

6. A newly designed History Department website was launched with work by history instructors Chris Jackson and Carol Cini with attention to visuals, perspectives, and information that provide outreach to diverse student groups, and we plan to include more such material on the history department website in the future. The History Department also plans to create a brochure to distribute to students. Both of these projects -- which would highlight History's AAT degree as well as make note of various careers in history and diverse role models in the field -- are part of our faculty plans for outreach to De Anza's diverse student population as well as those interested in history courses in general.

7. Providing access through the college library to JSTOR (online access to back issues of academic journals, which also include book reviews of recent monographs) through the library would enhance faculty access to the latest research in updating curriculum course outlines and course materials, and would also help to improve equity work through access to the latest scholarship (both in the field of history and in educational research on improving student learning outcomes). JSTOR access would also help better prepare our students for transfer to 4-year institutions, most (or all) of which have JSTOR access.

III.E Assistance Needed to close Equity Gap: Yes

III.F Integrated Plan goals: current student equity data and action plan: 1. Improve transfer and graduation rates for disproportionately impacted students.

IV.A Cycle 2 PLOAC Summary (since June 30, 2014): 100%

IV.B Cycle 2 SLOAC Summary (since June 30, 2014): 100%

V.A Budget Trends: As stated earlier, the loss of the materials fee (for the printing of classroom materials) has contributed to an increasing DIGITAL DIVIDE for students who are without resources to print such materials (e.g., syllabi, reading handouts, instructions for assignments, etc.) which faculty now have to send by email (PDF) or post online, rather than distribute in class in paper form as we used to. This digital divide arguably further exacerbates the situation of the most vulnerable targeted student populations who often have the least resources to print classroom materials.

V.B Funding Impact on Enrollment Trends: Regarding funding impact on enrollment trends, please see sections on budget trends, enrollment trends, and student equity (targeted

groups), above.

V.C.1 Faculty Position(s) Needed: None Needed Unless Vacancy

V.C.2 Justification for Faculty Position(s):

V.D.1 Staff Position(s) Needed:

V.D.2 Justification for Staff Position(s)::

V.E.1 Equipment Requests: Under $1,000

V.E.2 Equipment Title, Description, and Quantity: We would like to see Printing Resources restored so that we can hand out class syllabi at the start of each quarter. Alternatively, since many students, including targeted groups, do not have access to the internet at home and can not print on-line syllabi (or syllabi sent as attachments in emails), then a Social Science and Humanities Division computer lab would help in this situation related to equity.

Providing access through the college library to JSTOR (online access to back issues of academic journals, which also include book reviews of recent monographs) through the library would enhance faculty access to the latest research in updating curriculum course outlines and course materials, and would also help to improve equity work through access to the latest scholarship (both in the field of history and in educational research on improving student learning outcomes). JSTOR access would also help better prepare our students for transfer to 4-year institutions, most (or all) of which have JSTOR access.

V.E.3 Equipment Justification: The computer lab described above would enhance our students' ability to access assignments (that instructors now must post online instead of distribute as paper copies in class) and could help our students to improve computer skills, especially since written (typed) research papers and other written work is required in ALL History classes, as mandated by U.C. History departments for articulation. This request for a student computer lab under Social Science division purview is also related to an equity concern, since targeted groups of students, who often have fewer resources at home, are particularly impacted by the lack of computer and printing resources. Please see statistics in section III.B. (Closing the Student Equity Gap) regarding History course success rates for African American students at 58% (in 2017-18), Latino/a students at 63% (in 2017-18), Filipino/a students at 73% (in 2017-18), and Pacific Islander students at 67% (in 2017-18).

V.F.1 Facility Request: Room in which to place a Computer Lab

V.F.2 Facility Justification: The History Department requests a space for a computer lab for students to do work as many students in our targeted groups do NOT have access to computers and/or printing services at home. (Please also see section V.E.3).

V.G Equity Planning and Support: B-Budget funds are requested to restore an adequate printing budget and for further lamination of diversity posters for classrooms (and please see sections III.D. & V.E.3 -- Departmental Equity Planning and Progress). In addition, please see equipment requests above (in sections V.E.2 & V.E.3), for a student computer lab in the Social Science and Humanities Division. Please also note the request for JSTOR access through the library so that faculty can remain up to date on the latest scholarship regarding diverse fields in history and so that our students can learn to use JSTOR which is a resource at the UCs, CSUs,

and almost all other 4-year colleges and universities (sections III.D & V.E.3).

V.H.1 Other Needed Resources: Maintenance of tutorial assistance for students and a fully staffed department of academic counselors for students is imperative to closing the student equity gap. (Please also see sections III.B.1, III.B.2, and III.B.3.)

V.H.2 Other Needed Resources Justification: Please see data on student equity gap in section III.B.1.

V.J. "B" Budget Augmentation: $1,000 plus. Please see explanations in sections above (III.D. and V.G) regarding equity.

V.K.1 Staff Development Needs: NA

V.K.2 Staff Development Needs Justification: NA

V.L Closing the Loop: The History Department has completed 100% of its SLO (Student Learning Outcome) assessments for all 4-unit history courses transferable to both the UC and CSU (which includes all 4-unit courses currently being taught). History's SLO assessments for all of these 4-unit courses have been formally entered into Tracdat by history co-chair Carol Cini. In addition, the History Department completed its PLO (Program Learning Outcome). The History Department will also continue its departmental equity work.

Last Updated: 02/16/2019

#SLO STATEMENTS Archived from ECMS: 13