

 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** 

**2019-20 Annual Program Review Update Submitted By:** Carol Cini

**APRU Complete for:** 2019-20

**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 Achievement Awarded:**

**I.B.2 Number Certif of Achievement-Advanced Awarded:**

**I.B.3 #ADTs (Associate Degrees for Transfer) Awarded:** 10

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

**I.B.5 Trends in # Degrees Awarded:** Despite the doubling of the number of AAT degrees earned in the field of History -- from 9 to 22 -- between 2016-17 and 2018-19, the History Department at De Anza College unfortunately saw a decrease in the number of AAT degrees earned in 2018-19, down to 10. Similarly, Foothill's History Department also saw a decline in their number of AAT degrees from 12 (in 2017-18) to only 7 (in 2018-19). Thus, De Anza's History Department is not unique in this development. The reasons for the decline in the number of AAT degrees are not clear, but probably have to do with declining college enrollments nationwide. At De Anza, the reasons for the decline may also be related to the fact that it has become more difficult to complete the elective sections of the AAT degree due to: 1) a decrease in the number of elective courses we are able to offer because of declining enrollment in community colleges overall, 2) class cuts for courses at De Anza (specifically affecting Women's History, which we now can only offer once a year, but also potentially affecting the offering of California History), and 3) a decrease in the number of cross-listed courses offered by the IIS Division which are also HIST courses (specifically African History, Latin American History, and Asian History), which are "owned" by the IIS division, and the IIS division controls the frequency of those course offerings, some of which, unfortunately, have not been offered for several quarters. Therefore, the History Department plans to restructure

its AAT degree with these issues in mind and with the goal of increasing the number of AAT degrees in the future. To also help increase the number of AAT degrees, 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, 4) creation of a History Club where students interested in the history major can find support and resources, and 5) a printed announcement to students about the AAT in History which was included on a survey for our Program Learning Outcomes and which was distributed by instructors directly to their classes.

**I.B.6 Strategies to Increase Awards:** The History Department has already developed an outreach program to make students aware of the AAT degree in History, as described in section I.B.5, and plans to continue such efforts. In addition, as referred to in I.B.5, restructuring the AAT degree may also help to increase the number of AAT degrees again in the future.

**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):** 9.4

**I.E.2 #Student Employees:** NA

**I.E.3 Full Time Load as a %:** 42.6%

**I.E.4 # Staff Employees:** NA

**I.E.4 #Staff Employees:** 0

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

**II.A Enrollment Trends:** The decreasing number of college-age students as a demographic factor has impacted institutions of higher education nationwide. As part of its efforts to attract students, the History Department continues to maintain its goal of providing a quality education in its history courses, which include: critical thinking; exploration of the history and cultures of diverse societies and peoples; academic standards in a curriculum which well prepares students for success in transfer to 4-year colleges and universities; referrals, when needed, to counseling, tutoring, and other student support services; and an enthusiastic approach to sharing with students the importance of understanding history as part of a well-rounded liberal arts education and civic education in a democratic society. The History Department also plans to develop a brochure in consultation with the Communications Office on campus to further advertise its program.

Enrollment in the History Department, by academic year, was:

2018-2019 ---- 4,296

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 2% in the overall success rate in History courses, from 74% (in 2017-18) to 76% (in 2018-19). With regard to factors that influence differences in success rates, as well as strategies that our department has in place to increase or maintain current success rates, please see section III.E.

**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 due to the general statewide enrollment declines in the community college system, and due to early class cut deadlines at De Anza College, and due to some changes which occurred in General Education (G.E.) requirements. The history department has also seen 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 the department would like to see World History re-cross-listed with ICS.

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, and Latin American History. In addition, the IIS Division has not offered African History or Latin American History for several quarters, and they advised that they plan to offer Asian History less frequently (and the IIS Division "owns" the courses in African, Asian, and Latin American History, and thus controls the frequency of those course offerings.). All of these courses are also part of the AAT degree in History. Because of such class cuts, less frequent course offerings, and statewide enrollment declines, the History Department will need to redesign its AAT degree in History, which will 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 Program Success:** 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 section 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.B Enrollment Trends - Equity Lens:** 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 trends between History courses and the college as a whole only varied by 1 or 2 percentage points for 2018-19. In the only cases in 2018-19 where there was a 3 or 4 percentage point difference, the History Department actually had a HIGHER percentage enrollment for Latino/a students than the college as a whole by 4%, although the college as a whole had higher percentage enrollment of Asian/Asian American students by 3%. ----- For additional information about strategies that the History Department has in place to increase enrollment of targeted groups (historically under-represented groups), please see section III.E.

**III.C Success, Non-Success and Withdraw Rates:** History Department success rates have increased for targeted groups, as a whole, over the past 5 years, from 57% in 2014-15, to 64% in 2018-19. (Targeted groups = historically underrepresented groups.) The success rates for NON-targeted groups, as a whole, also increased over the past 5 years, from 74% in 2014-15, to 83% in 2018-19.

Overall, 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 2018-19 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 close to 60% (please see below):

INCREASES in SUCCESS RATES in HISTORY COURSES for TARGETED GROUPS

-- from 2014-15 to 2018-19:

- African Americans: from 53% to 60%
- Filipinos/as: from 64% to 79%
- Latinos/as: from 56% to 61%

African American student success rates in History courses were at 60% in 2018-19 (but they were at 61% in 2015-16), while the college's overall success rate for African American students was at 64% in 2018-19.

Pacific Islander success rates have fluctuated from 2014-15 to 2018-19, from 62%, to 59%, to 51%, to 67%, to 56% most recently in 2018-19; this fluctuation may in part be due to the fact that the total numbers of this group are rather small in comparison to the other groups and therefore small changes can dramatically affect the percentage outcome, and this fluctuation is also evident in the college numbers as well for this group.

It is the history department's goal to improve the success rates for all targeted groups 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, for targeted groups are also in contrast to the success rates in History courses, overall, for NON-targeted groups, including Asian/Asian American students (with a success rate of 85% in 2018-19, which increased from 76% in 2014-15), as well as White students (with a success rate of 81% in 2018-19, which increased from 72% in 2014-15).

Using the Disproportionate Impact Tool within the Program Review Tool to explore differences in success rates for special student populations (including the targeted groups above based on ethnicity, as well as foster youth, individuals with disabilities, veterans, and low income students), the adverse impact on academics of being financially disadvantaged is very clear in lower success rates for various groups, including current or former foster youth (at 63%), in the overall numbers for history course completion rates.

Please see sections below on departmental equity planning and progress (especially in section III.E.) regarding efforts to improve success rates (course completion rates) for targeted groups of students in history courses.

**III.D Equity Planning and Support:** 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.E., on departmental equity planning and progress.

**III.E 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 for some groups (for some targeted and non-targeted groups) are, in general, lower than the success rates for students at the college overall (again, for some targeted and non-targeted groups). Two exceptions in the 2018-19 year were that the success rate for Native American students was higher in History (76%) than at the college as a whole (72%), and the success rate for Filipino/a students was higher in History (79%) than at the college as a whole (74%). In addition, in 2018-19, the success rate for Asian/Asian American students in History (85%) was higher than that at the college as a whole (83%).

---- With regard to success rates for some student groups (African American, Latino/a, and Pacific Islander) 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 have a lower success rate in our classes 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. 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. In addition, college-wide efforts through counseling and orientation programs aimed at encouraging more students to complete EWRT 1A in their first or second quarter would likely contribute to more student success.

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 online classes, and it is possible that targeted groups need more personal attention which they may not get in an online learning 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, among faculty themselves, and with counselors to aid at-risk students, 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, Puente, Umoja, 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 2019, using the diversity posters and other materials to provide outreach to various student groups.
3. C.A.R. (Conversation, Application, Reflection) discussions among faculty have been used in the past several years to apply equity strategies in the classroom to help targeted groups of students, from more written feedback on writing, to methods for infusing diverse peoples' history into the curriculum being taught in the classroom, to outreach methods aimed at helping specific groups of students. In addition, faculty have attended equity workshops as well as off-campus conferences aimed at diversifying the curriculum, and faculty have implemented these practices in their classrooms.
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. A request for an SSH computer lab for students, in an effort to help targeted groups, has also been made in the past.
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.F Assistance Needed to close Equity Gap:** Yes

**IV. A. SLOAC Summary:** Accomplishment from SLO assessment: increased focus on teaching geography in history.

**IV.B Assessment Planning:** The History Department plans to have a similar distribution of course assessments as it did in the last 5-year cycle. In the new 5-year cycle, we plan to begin with U.S. History (HIST 17A, 17B, and 17C) and then proceed to other curriculum areas.

**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, or historically under-represented groups), above.

**V.C.1 Faculty Position(s) Needed:** Replace due to vacancy

**V.C.2 Justification for Faculty Position(s):** The History Department had 1 FT faculty retirement in 2016 and has had 2 FT faculty SRP retirements in 2019. Therefore, the History Department is requesting 1 FT faculty replacement hire. This request is also based on enrollment figures.

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

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

**V.E Equipment Requests:** No Equipment Requested

**V.F Facility Request:** No resource for facilities requested

**V.G Other Needed Resources:** No "other" resources requested

**V.H.1 Staff Development Needs: NA**

**V.H.2 Staff Development Needs Justification: NA**

**V.I Closing the Loop:** In the past 5-year cycle, 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) assessment. In the next 5-year cycle of assessment, the History Department will develop a similar plan for success. The History Department will also continue its departmental equity work.

**Last Updated:** 01/31/2020

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