De Anza College

Instructional Annual Program Review 2021-22

**Instructions**: The first column is section and question number, followed by ask without explanation The third column fully describes the information that the IPBT is requesting. The blank column is where you will type your response. Save program review as a Word document. This is the document you will send to your Dean. It will be posted on the De Anza website in pdf format.

In addition to this document, please also submit to your Dean the Resource Request spreadsheet making sure facilities requests are on “Facilities” tab and large-ticket items are on Large-ticket Items” tab.

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|  | **Information Requested** | **Explanation of Information Requested.** | **Enter your answers here** |
|  | Department Name: |  | History Department. |
|  | Program Mission Statement: | How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies”? (<https://www.deanza.edu/about-us/mission-and-values.html> ). | 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? | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Transfer. |
| I.A.2 | Choose a Secondary Focus of Your Program. | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Personal Enrichment. |
| I.B.1 | # Certificates of Achievement Awarded | State the number of Certificates of Achievement awarded during the 2020-21 academic year. Please refer to: <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Certificates of Achievement please state “none offered”. | N/A. |
| I.B.2 | # Certificates of Achievement-Advanced Awarded: | State the number of Certificates of Achievement - Advanced awarded during 2020-21 academic year. Please refer to  <https://www.deanza.edu/ir/AwardsbyDivision.html> If you do not offer Certificates of Achievement” please state “none offered”. | N/A. |
| I.B.3 | # ADTs (Associates Degrees for Transfer) Awarded | State the number of Associate Degree Transfer awarded by you department during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Associate Degree Transfer, please state “none offered”. | 21 |
| I.B.4 | # AA and/or AS Degrees Awarded: | State the number of Associate of Arts or Associate of Science degrees awarded during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> .If you do not offer Associate of Arts or Associate of Science Degree, please state “none offered”. | N/A. |
| I.B.5. | Trends in # Total Awards | If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes? | The History Department has seen an increase in the number of AAT degrees in History awarded from three years ago, from 10 AAT degrees in 2018-19, to 21 AAT degrees in 2019-20, and, just coincidentally, to 21 AAT degrees again in 2020-21.  Since we only recently began offering the AAT degree in History, the faculty are pleased that there has been student success in earning an increasing number of these degrees and also that the number of degrees earned has more than DOUBLED in the time period noted, above. |
| I.B.6. | Strategies to Increase Awards | What strategies (1, 2, 3. . . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g. Outreach, In-reach, graduation workshops, collaborations with other offices, etc.) | To help increase the number of AAT degrees in History, the History Department has been using several strategies: 1) announcements in class and emails sent to students through MyPortal and Canvas by faculty members; 2) emailed reminders sent to instructors by one of the history department chairs to encourage outreach to diverse students who may be interested in a history degree and a career in a historically related profession; 3) purchase of multicultural posters with historical themes placed in the classrooms to inspire learning about diverse famous people -- men and women -- in history as well as the impact of diverse movements for civil rights; and 4) in a previous year, a printed announcement to students about the AAT degree in History which was included on a survey for our Program Learning Outcomes and which was distributed by instructors directly to their classes.  -- Similar to the STEM fields, there is another area in which the History Department is working in order to increase the number of AAT degrees in History, and that is gender equity, since a significantly lower number of women have earned AAT degrees in History than have men at the college.  In fact, the numbers are very striking: -- In the academic year 2020-21, out of 21 AAT degrees earned in History, only 5 were earned by women (24%, or less than a quarter of the degrees), while 16 of the degrees were earned by men (76%, or more than 3/4).  During the past 5 academic years (2016-17 to 2020-21), here are the statistics based on gender for those earning the AAT in History:  Female -- 21  Male ---- 62  -- This disproportion by gender is overall similar across the 6 ethnic groups earning AATs in History. -- One exception is among Pacific Islanders, in which the numbers were equal between the sexes for those earning AAT degrees in History. -- In addition, among Latinos/as, women (Latinas) have earned 10 out of the 24 AATs , while men (Latinos) have earned 14, so among Latinos/as, the AAT earning rate among women is more comparable to that of men than in the other ethnic groups.  While reading the information, above, it is important to note that there is, in fact, a diversity of ethnic and racial groups among the students earning AATs in History, which includes ALL of the 6 ethnic or racial groups that the college currently provides statistics for in the Program Review data.  In the past academic five years (2016-17 to 2020-21), here are the statistics based on race/ethnicity for those earning the AAT in History:  African American -- 4  Asian ----------------- 25  Filipino/a ------------ 7  Latino/a ------------- 24  Pacific Islander ----- 2  White ---------------- 20    To return to a previous point, the situation of a significantly LOWER number of women earning AAT degrees in History may be a result of the mistaken perception that history is something that men do, or make. In fact, the History Department currently has almost twice the number of male faculty members than female among its part-time faculty, perhaps a result of historical hiring patterns. Therefore, it has been discussed at history department meetings that if the part-time faculty were to more fully reflect the student body in terms of gender (and ethnicity or race), then this may also contribute to increased numbers of women and diverse students earning AAT degrees in History.  -- If the History Department were offered another FT hire by the college (as currently there are 14 PT faculty members in History, but we only have 1 FT faculty member, who also serves as chair and scheduler with NO release time), then a 2nd FT faculty member could help work on the following areas in the effort to increase the number of AAT degrees in History being earned by students, female and male, and from diverse ethnic groups: -- providing outreach to students on campus, as well as local high schools, and counseling offices; -- attending graduation workshops and other venues; -- and developing an engaging brochure for the History Department by collaborating with the college's Communications Office, making sure to include both women and men, and diverse ethnicities, in the visuals of practitioners of history-related fields. -- All of the above could be done in order to help increase the number of AAT degrees in History earned by students, female and male, and from diverse backgrounds, and to help ensure that students are obtaining awards when it is applicable to their educational goals. |
| I.C.1 | CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics | Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes.  Perkins Core Indicator Reports provided by Margaret Bdzil. Cal-PASS Launchboard SWP Metrics: <https://www.calpassplus.org/LaunchBoard/Home.aspx> | https://www.calpassplus.org/LaunchBoard/Home.aspx  N/A. |
| I.C.2 | CTE Programs: Labor Market Demand and Industry Trends: | Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.  California EDD LMI Info: <https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj> | N/A. |
| I.D.1 | Academic Services and Learning Resources: # Faculty Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served per year (Fall, Winter and Spring): Provide number from previous year, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | N/A. |
| I.D.2 | Academic Services and Learning Resources: # Students Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | N/A. |
| I.D.3 | Academic Services and Learning Resources: # Staff Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | N/A. |
| I.E.1 | Full Time Faculty (FTEF) | For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet:  <https://www.deanza.edu/ir/program-review.20-21/index.html> . | 8.0 FTEF. -- Despite this FTEF number (Full-time equivalent faculty, which includes the work done by part-time faculty), **the History Department actually has ONLY 1 (ONE) full-time faculty member**.  -- The current ratio of part-time faculty to full-time faculty is about 14 to 1. -- The History Department has14 part-time faculty members, but has only 1 FT faculty member. |
| I.E.2 | # Student Employees | If applicable to your program, state number of student employees and if there were any changes between number this academic year and the previous two academic years. | N/A. |
| I.E.3 | Full Time Load as a % | State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. | 16.3% = full time load as percent for 2020-21, during which only 1 FT was teaching since the other FT was on PDL. -- At the time this report is being written, it is May 2022, and the amount of courses taught by full-time faculty has also been low in 2021-22, due to a retirement of one of those FT instructors, above, in summer 2021, before the start of the 2021-22 academic year, resulting in there being only 1 FT faculty member in History. The **current ratio of part-time to full-time faculty in History is about 14 PT to 1 FT.** |
| I.E.4 | # Staff Employees | If applicable to your program, state number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs. | N/A. |
| I.E.5 | Changes in Employees/Resources | Briefly describe how any increase or decrease resources/employees (exclude teaching faculty) has impacted your program. What strategies does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges**?** (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.) | Regarding the issues mentioned in I.E.5: -- If the college were to offer the History Department a much-needed FT hire, then there would be more capacity and paid FT faculty time to explore these additional issues and important strategies for student success -- such as mentors, embedded tutors, and embedded counselors -- since currently there are 14 PT faculty members, but there is only 1 FT faculty member who also serves as the chair and scheduler with NO release time. |
|  | **Enrollment** |  |  |
| II.A | Enrollment Trends | What changes in enrollment have you seen in the last three years? Refer to <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. What strategies does your department have in place to increase or maintain current enrollment trends? | The decreasing number of college-age students as a demographic factor has impacted institutions of higher education nationwide and has impacted departments across the academic programs in the various divisions at De Anza College. Yet, the History Department continues to have robust enrollment as a relatively large department on the De Anza College campus. In continuing to attract large numbers of students, the History Department maintains its goal of providing a quality education in its history courses, all of which include: exploration of the history and cultures of diverse societies and peoples; academic content and critical thinking 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 civics-related education in a democratic society.  With regard to enrollment trends, if the college were to offer a much needed full-time faculty hire to the History Department (where the current ratio of part-time to full-time is about 14 to 1), a FT hire would allow the History department to have a 2nd FT instructor with more time to develop specific outreach programs to local high schools and other institutions and to develop a brochure in consultation with the Communications Office on campus to further advertise the History Department program. |
| II.B. | Enrollment Trends for disproportionately impacted student groups | Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like. Link to equity plan and strategic plans   1. What could be contributing to the differences? 2. What strategies does your department have in place to increase or maintain enrollment of these student groups?   Are there other trends that you see when drilling into the data that may be important to explore? | The enrollment trends in the last 5 academic 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 a small number of percentage points for 2020-21. In that year, the History Department actually had a HIGHER percentage enrollment for Latino/a students than the college as a whole by 4%. **The similarities, in general, between History Department enrollments and the college's overall enrollments for historically underrepresented groups suggest that the history department's curriculum appeals to students of diverse ethnic and racial backgrounds.**  If the college were to offer a FT hire to the History Department, then there would be more time to further develop departmental equity programs, since currently there are 14 PT faculty members in History, but only 1 FT faculty member who also serves as the chair and scheduler with NO release time.  For more specific information about strategies that the History Department has in place to increase enrollment of historically under-represented groups, please see section II.D., below. |
| II.C. | Overall Success Rate | What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates.   1. What could be factors that influence success rates? Please refer to: <https://www.deanza.edu/ir/program-review.20-21/index.html> 2. What strategies does your department have in place to increase or maintain current success rates? | There has been an increase of 2% in the overall success rate in History courses, from 75% (in 2019-20) to 77% (in 2020-21). The 77% success rate of students overall in History courses is very close to the college's overall student success rate of 80%.  At department meetings, the history faculty have discussed the many factors that influence student success rates, such as challenges faced by historically underrepresented student groups and the already existing financial challenges in the San Francisco Bay Area which have been further exacerbated by the impact of the Covid pandemic.  For several strategies that our department has in place to increase current student success rates, please see section II.D., below. |
| II.D. | Success, Non-Success and Withdraw Rates for disproportionately impacted student groups | Using the [Disproportionate Impact Tool](https://www.deanza.edu/ir/program-review.18-19/Access_DI_tool.pdf) within the [Program Review Tool](http://deanza.edu/ir/PRGuide_PrintingPDF.pdf) explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group):   1. What differences do you see in successful course completion rates? 2. What are your thoughts on these differences?   What strategies might be helpful in closing gaps in successful course completion? | History Department student success rates have increased for historically underrepresented groups, as a whole, over the past 5 years, from 65% in 2016-17, to 67% in 2020-21.  The success rates of other groups (NON-targeted groups), as a whole, also increased over the past 5 years, from 79% in 2016-17, to 83% in 2020-21.  Overall, success rates for historically underrepresented groups have been improving over the last five years, and importantly, success rates for every group, except one, have been raised DURING that time period. (The one exception were Latino/a students, but their success rate did stay relatively consistent at about 64%.)  In addition, all groups, in 2020-21 have remained above the ACCJC (accreditation group) institutional standard for successful course completion rate at or above 60%.  **INCREASES in STUDENT SUCCESS RATES** in HISTORY COURSES for HISTORICALLY UNDER-REPRESENTED GROUPS  -- from 2016-17 to 2020-21:  -- African Americans: from 60% to 64%  -- Filipinos/as: from 73% to 81% .  -- Latinos/as to 64%.  -- African American student success rates in History courses were at 64% in 2020-21, while the college's overall success rate for African American students was at 69% in 2020-21.  -- Latino/a student success rates in History courses were at 64% in 2020-21, while the college's overall success rate for Latino/a students was at 70% in 2020-21.  -- Filipino/a student success rates in History courses were at 81% in 2020-21, while the college's overall success rate for Filipino/a students was at 79% in 2020-21. **So, Filipino/a students in the History Department actually had a higher student success rate than Filipino/a students in the college as a whole.**  It is the history department's goal to improve the success rates for all historically underrepresented groups in history courses through 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. At history department meetings, the history faculty have also discussed further diversification of the history curriculum and assignments specifically focused on the historical experiences of underrepresented groups, based on race, sex, class, gender, and sexual orientation. Several instructors have also shared the professional development work in which they have been engaged at conferences and workshops with attention to diverse histories and equity efforts. (Please also see sections below on departmental equity efforts.)  Most of the numbers, above, for historically underrepresented groups, or 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 86% in 2020-21, which increased from 81% in 2016-17), as well as White students (with a success rate of 77% in 2020-21, which increased from 75% in 2016-17).  -- Using the Program Review Tool and Disproportionate Impact Tool to explore differences in success rates for special student populations (including the historically underrepresented 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 an average of 66% over the academic quarters from Fall 2020 to Fall 2021), in the overall numbers for successful history course completion rates.  Please see sections below on departmental equity planning and progress regarding efforts to improve success rates (course completion rates) for historically underrepresented groups of students in history courses.  Although the History Department success rates in the past 5 years for historically underrepresented 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 and Latino/a) being somewhat lower in History Department courses than their success rates collegewide, 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 possible that historically underrepresented 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 and CSU-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 also offers online classes, (and the number of online classes overwhelmingly increased during the pandemic), and it is possible that historically underrepresented 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 to Women's History, to African American, Native American, Asian American, and Mexican American History, and Gay and Lesbian History, and other fields. The History Department also participated in Welcome Day activities during Opening Day in Fall 2019 in person (before the Covid pandemic), 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 historically underrepresented 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 opportunities to take additional Canvas training and/or OmniUpdate training to make use of online course materials systems and creating faculty websites, in order to better facilitate potential access by all students, including historically underrepresented groups, to information and course materials that faculty must now post online rather than distribute in class in paper form (for in-person classes), as a result of the loss of the materials fee for photocopying. A request for an SSH computer lab for students, in order to help groups in need, has also been made in the past.  6. A newly designed History Department website was launched in recent years with attention to visuals, perspectives, and information that provided outreach to diverse student groups. This work was completed by a PT history instructor paid with a stipend and was assisted through work completed by a FT co-chair. Since the History Department currently only has 1 FT faculty member, and 14 PT faculty members, then if the college were to offer a much-needed FT hire to the History Department, then that would allow more paid FT faculty time and work in the future to include developing additional material on the history department website and creating 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, including those interested in history courses in general.  7. Providing ongoing and enhanced access through the college library to JSTOR (online access to back issues of academic journals and important research, and journals which also include book reviews of recent monographs) 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 colleges and universities, most (or all) of which have JSTOR access.  **NOTE: -- It would be helpful, and probably economical, if the Community College Library Consortium would use its combined forces to bargain for improved access to JSTOR for the over 100 community colleges in the state of California in order for students planning to transfer (and even those who are not) to benefit in learning research skills using this important database of academic journals and other knowledge that is standard at 4-year colleges and universities.** |
| II.E. | Changes Imposed by Internal/External Regulations | Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.) | With regard to changes imposed by internal and external regulations: Please see 3 specific issues, below:  -- The loss of the materials fee (for the printing of classroom materials for in-person on-campus classes) 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 for in-person On-Campus classes. 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 in-person classes due to 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.  -- De Anza College administration's too-early class cancellation deadlines and policies have contributed to the loss of sections for some courses in history when statistics show that those courses could have had robust enrollment if allowed adequate time to grow before the start of the quarter. In addition, **too-early class cancellations have deprived students of being able to take classes that they needed for the History AAT degree and/or for GE and transfer, including cases when students had already listed those classes on transfer agreements with University of California campuses.** So, on the one hand, the college administration is calling for faculty to work to increase the number of AAT degrees and students who transfer, but on the other hand, the college administration cuts the classes that students need to complete the AAT degree and courses that students need to have, in order to transfer to a four-year university program!  -- Another related challenge faced by the History Department is that the IIS Division has not offered the two Latin American History courses (Colonial and Modern) for several years (!), despite student demand for these courses and specific student requests that these courses be offered, since these courses are part of the AAT in History and are cross-listed with the History Department. The IIS Division "houses" the courses in African, African American, Asian, and Latin American History, and thus controls the frequency of those course offerings which are cross-listed with the History Department. All of these courses are also part of the AAT degree in History. Because of less frequent course offerings by the IIS Division, the History Department may need to redesign its AAT degree in History; yet, we hope, instead, that the IIS Division will begin to offer the two Latin American History courses on a regular basis as they used to do in the past, similar to how they currently regularly offer the two African History courses, the two African American History courses, and the two Asian Civilization (History) courses every year. |
|  | **Equity** | In order to meet the goals within our [State Equity Plan](https://www.deanza.edu/sssp-se-bsi/documents/DAC_Student_Equity_Plan_2019-22_Final.pdf), [Institutional Metrics](http://deanza.edu/ir/planning/planning_files/InstitutionalMetrics_2019_4.29.19.pdf), and [Educational Master Plan](http://deanza.edu/ir/state-of-the-college-related-information/documents/EMP2015-2020_3-11-16.pdf), the following section asks you to reflect on questions focused on student equity to help inform our goals. |  |
| III.A. | Equity Plans for groups other than the acknowledged disproportionately impacted groups | Are there other groups of students besides the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students that your department intentionally focused support for. | At history department meetings, the history faculty have been discussing strategies to support additional groups of students in need of more equity focus, as well as historically underrepresented groups already referred to in college survey data (including African American, Latino/a, Filipino/a, and Pacific Islander students). Additional student groups in need of more equity focus, which the History faculty have discussed at department meetings, include: -- low income students, foster care students, gay and lesbian students, diverse veteran students, and female students, who could benefit from more inclusive curriculum development in history courses and through building of faculty awareness about college resources available to those students in need. -- The history department website currently provides direct links to college resources such as the financial aid office, student success center, and veteran services office, and our careers in history page provides links to diverse professional associations in the field of history, with organizations focused on issues including race, sex, class, gender, and sexual orientation.  The issue of female students earning AAT degrees in History at much lower rates than than male students has been addressed earlier in section I.B.6. In 2020-21, only 24% of AAT degrees in History were earned by women, while 76% were earned by men. -- In this regard, the History Department may have some things in common with the STEM fields, in which women are not equally represented in the faculty (5 female PT faculty versus 9 male PT faculty in History), and women are not enrolled equally as students (41% female students versus 58% male students in 2018-19, and 44% female students versus 55% male students in 2020-21 in History), and women are not earning AAT degrees in the field of study at the same rate (only 24% of AATs in History were earned by women, while 76% of AATs in History were earned by men, in 2020-21). See section I.B.6.  If the college were to offer a new FT hire to the history department, that would provide a 2nd FT instructor who could do further work in outreach, and could further amplify the use of the history department website towards equity goals, and could also allow for more time to be spent on specific strategies and programs to enhance progress towards other departmental equity goals, including those above. Currently the history department has 14 PT instructors and only 1 FT instructor who also serves as chair and scheduler with NO release time. |
| III.B. | Program Success | Describe any events/program changes/successes that you would like to share relative to your equity efforts? | There has been an INCREASE in the STUDENT SUCCESS RATES in History courses overall during the past 5 years, for historically underrepresented groups. **(Please see section II.D., above, at start of that section).** |
| III.C. | Equity Planning and Support | Has equity work generated any need for resources? If so, what is your request? Include staff/position needs. | With regard to Equity Planning and Support and the Need for Resources: -- If the college were to offer a new FT hire to the history department, that would provide a 2nd FT instructor which would allow for more time to be spent on the pursuit of departmental equity goals. Currently the history department has 14 PT instructors and ONLY 1 (ONE) FT instructor who also serves as chair and scheduler with NO release time.  **Regarding specific History Department plans and efforts in relation to equity goals and student support, please also see extensive information about history faculty efforts on behalf of historically underrepresented groups in sections I.B.6, and II.D., and II.E, and III.A., and III.B, above.** |
| III.D. | Departmental Equity Planning and Progress | Identify which of the following resources you need? How would the resource help?   * Professional Development – what areas? * Enhanced support for students * Departmental Collaborations * Best Practices * Coaching/Consultation | In addition, with regard to Departmental Equity Planning and Progress: -- If the college were to offer a new FT hire to the history department, that would provide a 2nd FT instructor which would allow for more time to be spent on strategies and programs to enhance departmental equity goals such as outreach and other forms of enhanced support for student success through mentoring, and through exploring the possibility of working with embedded tutors and/or embedded counselors, and through further development of equity-related information on the history department website and in other areas. Currently the history department has 14 PT instructors and only 1 FT instructor who also serves as chair and scheduler with NO release time. |
| III.E. | Assistance Needed to close Equity Gap | Would you like assistance with identifying strategies and/or best practices and/or resources to help facilitate student success? | With regard to Assistance Needed to Close the Equity Gap: -- If the college were to offer a new FT hire to the history department, that would provide a 2nd FT instructor which would allow for more time to be spent on strategies and programs to enhance departmental equity goals. Currently the history department has 14 PT instructors and only 1 FT instructor who also serves as chair and scheduler with NO release time. |
|  | **Assessment Cycle** | Navigate to <https://www.deanza.edu/slo/> and click “TracDat is gone” which will take you to accordion listing SLO assessments under “Student Learning Outcomes and Assessments Summaries by Division:” |  |
| IV.A | SLOAC Summary | Describe an accomplishment or enhancement that resulted from SLO assessment starting with Spring 2020 through end of Spring 2022.. | Accomplishments / Enhancements from SLO assessments include an increased focus on the importance of teaching geography in history, and an increased focus on representation of diverse groups in the curriculum, both of which are related to improved student learning outcomes. |
| IV.B | Assessment | List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed by the conclusion of 2021-22 academic year. | 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. |
|  | **Resource Requests** |  |  |
| V.A | Budget Trends | Over the past five academic years, describe impact, if any, of external or internal funding trends that you might be currently dealing with ( eg COVID demands) upon the program and/or its ability to serve its students.  If you don’t work with budget, please ask your Division Dean to give you the information. | Anticipating the return-to-campus in Fall 2022 for faculty in the history department, we are reminded, as stated earlier in this program review, that the loss of the materials fee (for the printing of classroom materials for in-person classes) 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 historically underrepresented student populations who often have the least resources to print classroom materials.  In addition, the lack of a new FT hire in the History Department, despite repeated requests over the last several years, and despite having only 1 FT faculty member (and yet 14 part-time faculty members) has limited the program's efforts to serve its students in new ways with regard to the time it takes as a FT faculty member to further develop departmental equity programs as well as outreach efforts to increase the number of AAT degrees in History. |
| V.B | Funding Impact on Enrollment Trends | Over the past five academic years, describe the impact, if any, of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information: | Regarding funding impact on enrollment trends, please see sections on budget trends, enrollment trends, and student equity (historically under-represented groups), above. |
| V.C.1 | Faculty Position(s) Needed | Describe each request as: “Replace due to Vacancy”, “Growth”, or if none state “None Needed Unless Vacancy” | Replace due to Vacancy for several positions in History due to retirements. |
| V.C.2 | Justification for Faculty Position(s): | Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need. | The History Department has lost 4 FT faculty due to retirements over the past five years, from 2016 to 2021, and has yet to receive a replacement hire, despite repeated requests and despite having relatively large enrollment as a college department.  The History Department had 1 FT faculty retirement in 2016 and it had 2 FT faculty SRP retirements in 2019, and it has had 1 additional recent retirement in 2021, for a total of 4 retirements in the past five years.    The history department currently has 14 PT instructors and robust enrollment, but only 1 FT faculty member who also serves as the chair and scheduler with NO release time.  **It is NOT possible to adequately run a department of this size with only 1 FT faculty member.**  Therefore, the History Department is requesting 2 FT faculty replacement hires.  Despite repeated requests for a FT faculty hire in History over the past several years, the History Department has repeatedly been denied a new FT faculty position.  Meanwhile, several departments in the SSH Division, including Sociology, Political Science, and Child Development, have smaller enrollments and yet have 3 FT faculty members EACH. -- Even Philosophy, with its smaller enrollment than History, has 2 FT faculty members, while History has only 1 FT faculty member. Other comparably sized departments in the SSH division (in terms of enrollment that is similar to History's), including the Economics Department and the Humanities Department, have 3 FT faculty members EACH.  In addition, departments such as Math and English Writing, which already have NUMEROUS FT faculty members -- 17.0 FT load in English, and 23.8 FT load in Math, according to 2020-21 Program Review data -- continue to be put well ahead of the History Department on the IPBT hiring list (with Math as #8, and English as #18, and History as only #21 on the IPBT Faculty Prioritization List for 2022-23 Hires).  To provide a Mathematical example: -- The History Department currently has about 1/5 the size of the enrollment in the Math Department, based on Program Review data for 2020-21, and yet the History Department does NOT have anywhere near 1/5 the amount of FT faculty as the Math Department. History has ONLY 1 (ONE) FT faculty member, while the Math Department has 23 FT faculty members!  To provide an English Writing example: -- The History Department currently has close to 2/5 or almost 40% of the enrollment of the English Writing Department, and yet the History Department does NOT have anywhere near 2/5 the amount of FT faculty as the English Writing Department. History has ONLY 1 FT faculty member, while the English Writing Department has 17 FT faculty members!  This situation at De Anza College appears to be somewhat similar to the K-12 situation nationally in which there was so much extra focus on the important subjects of Math and English that it was to the detriment of other important subjects, including History and its related field of Civics, and the neglect of these latter two subjects in education has arguably been to the detriment of our future as a representative democracy.  For a college that strives to be focused on civic engagement, the absolute neglect of the History Department when it comes to FT hiring is seriously concerning. History courses play a very important role in all students' education and are graduation requirements at both the CSU and UC (including UC's requirement of U.S. history for international students). It is very important for students to understand the common core principles of constitutional and historical changes in the U.S. in relation to important values in the Bill of Rights and the historical experiences of diverse peoples in the American republic as well as the related endeavors for emancipation and equality in World history. In addition, it imperative for students to understand significant milepost developments in American history, and World history, from the anti-slavery movement, to the labor movement, to the environmental movement, to the public healthcare movement, to the women's movement, and to the civil rights movements of various groups, which all continue to be central issues today throughout the country and the world. It is also critical for students to understand historical interrelations between peoples, cultures, and nations, including the important impact of U.S. foreign policy and the very diverse historical perspectives regarding its role in various regions of the world, whether in Native America, the Philippines, Cuba, Vietnam, South Africa, Afghanistan, Ukraine, or "Omaha Beach" in France during World War II. "Omaha Beach," of course, is not a French name, but was the Allies code word for that section of the Normandy coast during the D-Day landings of June 6, 1944, in the effort to defeat the Nazis.  As the saying goes, "those who do not understand the past are condemned to repeat it," and this is a statement which takes on even more urgency in these turbulent and critical times in the U.S.A.  Therefore, with regard to the important role of History Departments on college campuses: -- It is very important to have the paid time of FT faculty members (plural) to maintain the core activities in the History Department and to ensure its successful functioning through curriculum development, evaluations, scheduling of courses, outreach, mentoring, articulation with transfer institutions, and further expansion of equity programs for student success.    Therefore, in Summation: -- The History Department has lost 4 FT faculty to retirements over the past several years, from 2016 to 2021, and has yet to receive a replacement hire, despite repeated requests and despite having relatively large enrollment as a college department.  Because a justification for a FT hire has been asked for in the Program Review, we have provided it in detail here, and we respectfully request your urgent attention to this important matter of providing a new FT hire to the History Department. -- History is a core discipline in our college and is central to students' understanding of the past, present, and future functioning of a representative democracy. |
| V.D.1 | Staff Position(s) Needed | Choose: “Replace due to Vacancy”, “Growth”, “None Needed Unless Vacancy”  Only make request for staff if relevant to your department only. Division staff requests should be in the Dean’s summary. | N/A. |
| V.D.2 | Justification for Staff Position(s): | Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. | N/A. |
| V.E | Equipment Requests | List all equipment resource needs on the Excel spreadsheet. Be sure to include to justification and costs in appropriate columns. | No Equipment requested. |
| V.F | Facility Request | List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | No resource for facilities requested. |
| V.G | Other Needed Resources | List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | No "other" resources requested. |
| V.H.1 | Staff Development Needs | Based on what you have written above, what professional development support/resources do you need to achieve your goals? | N/A. |
| V.H.2 | Staff Development Needs Justification | Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input, etc. to support this need. If not, provide other data to support this need. | N/A. |
| VI. | Closing the Loop | Over the last five years, how did you assess the results of the requested resources, and what were those results? How do you plan to reassess the outcomes after receiving each of the additional resources requested this year | In the past 5-year cycle, the History Department 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 were formally entered into Tracdat by history 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. |
|  | Submitted by: | APRU writer’s name | Carol Cini |
|  | Last Updated: | Give date of latest update | May 17, 2022 |