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▼ ▼ **Dept - (SSH) History** 

**For 2017-18 Submitted by::** Carol Cini

**APRU Complete for:** 2017-18

**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 CSU and UC 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:** 9

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

**I.C.1. CTE Programs: Impact of External Trends:** NA

**I.C.2 CTE Programs: Advisory Board Input:** NA

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

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

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

**I.E.1 Full time faculty (FTEF):** 10.9

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

**I.E.3 % Full-time :** - 3.4%

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

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

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

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.1 Overall Success Rate:** There has been an increase of 3% in the overall success rate in History courses, from 70% (in 2015-16), to 73% (in 2016-17).

**II.B.2 Plan if Success Rate of Program is Below 60%:**

**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, rather than distribute in class as we used to. This DIGITAL DIVIDE further exacerbates the situation of the most vulnerable targeted 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 in the past, or soon will, in this upcoming Spring 2018, contribute to the loss of sections for other courses in history; these courses include California History (cut with an early deadline for Winter 2018), Women's History (lower enrollment in Spring 2018, possibly attributable to competition with the recent emergence of more online courses in Women's Studies and several new course offerings in Women's Studies, some of which have also been cut), Latin American History (cut with an early deadline for Winter 2018), and World History (some sections cut with an early deadline for Winter 2018 and previous quarters). 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 Growth and Decline of Targeted Student Populations:** 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, overall, in History courses, for different groups (see III.B., below). The decline in enrollment of students, overall, in History

courses, as well as the decline in enrollment of targeted groups of students, overall, in History courses, has paralleled a similar decline in enrollment of students at the college, overall, for targeted and non-targeted groups.

**III.B Closing the Student Equity Gap:** History Department success rates have increased for targeted groups, as a whole, from 62% in 2015-16, to 65% in 2016-17. (Targeted groups = historically underrepresented groups).

Furthermore, History Department course success rates for most targeted groups have been improving over the last few years, and importantly, success rates for every group, except one, have been either been raised, or have remained at or above the ACCJC (accreditation group) institutional standard for successful course completion rate at or above 60% (and the only exception to this was one group; see below):

INCREASES in SUCCESS RATES for TARGETED STUDENT GROUPS INCLUDE:

-- 4% increase -- Filipinos/as (from 69% to 73%, between 2015-16 and 2016-17)

-- 4% increase -- Latinos/as (from 60% to 64%, between 2015-16 and 2016-17)

African American student success rates remained at 60% in 2016-17 (and had been at 61% in 2015-16), while the college's overall success rate for African American students was at 67% in 2016-17. 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. (Please see sections below on departmental equity efforts.)

Unfortunately, there was a decrease for Pacific Islander student success rates in History courses between 2015-16 and 2016-17 (from 59% to 51%), which paralleled a college-wide decrease of 5% for that same group, from 72% to 67%. However, the Pacific Islander population is relatively small at De Anza College, compared to other groups, and in the History Department the Pacific Islander student population only included 26 students in 2015-16, and only 20 students in 2016-17, and this small number may affect the average student success rate for this group as well. In addition, there was a 2% decrease for Native American student success rates (from 74% to 72%) during those same years, in History courses.

Most of the numbers, above, are also in contrast to the success rates in History courses, overall, for Asian American students (81% in 2016-17, which increased from 77% in 2015-16), as well as the success rates for White students (75% in 2016-17, which increased from 73% in 2015-16).

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.C Plan if Success Rate of Targeted Group(s) is Below 60%:** 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 has put into place specific equity plans as described in the next section on departmental equity planning and progress.

**III.D Departmental Equity Planning and Progress:** Although the History Department success rates in the past 2 or 3 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 is that History department success rates for Native American students (72% in 2016-17) were the same as the success rates for that same group college-wide (72% in 2016-17).

---- 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 less than adequate preparation in high school. In general, they not only withdraw from our classes at higher rates, but also do not do as well in skills and come to us less prepared than other students.
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 be first-generation college students. 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 in 2014-15, 2015-16, 2016-17, and 2017-18, led by 3 new co-chairs, 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. The part-time (adjunct) faculty employment description was changed and updated on the FHDA district website in Fall 2015 to attract more diverse faculty applicants in the future, who could serve as good role models for targeted populations of students. In fact, about two years ago, 2 new Asian American part-time (adjunct) faculty were hired to teach History courses.
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.
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. Plans to update the History Department website and create a brochure, both of 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 also part of 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.

**IV.A Cycle 2 PLOAC Summary (since June 30, 2014): 0**

**IV.B Cycle 2 SLOAC Summary (since June 30, 2014): 90%**

**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 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)::** NA

**V.E.1 Equipment Requests:** Over \$1,000

**V.E.2 Equipment Title, Description, and Quantity:** The History Department recommends having a Division of Social Science and Humanities dedicated computer lab on campus for our students to use (ten computers located in a quiet area).

In addition, 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.

Installing more maps in history classrooms and installing whiteboards (marker boards) (which are easier to read than the old dusty green chalkboards) would also help to improve the student learning environment. For each history classroom, it would also improve student learning to have pull-down maps (for each continent) attached to the whiteboards (marker boards) or any remaining chalkboards.

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 60% (in 2016-17), Latino/a students at 64% (in 2016-17), Filipino/a students at 73% (in 2016-17), and Pacific Islander students at 51% (in 2016-17).

**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 for more diversity posters and maps in the future (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 (sections III.D & V.E.3).

**V.H.1 Other Needed Resources:**

**V.H.2 Other Needed Resources Justification:**

**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:**

**V.L Closing the Loop:** The History Department completed about 90% of its SLO (Student Learning Outcome) assessments (printed on paper) by Spring 2017 (and plans to complete the rest of them by the end of the 5-year cycle in Spring 2019). Approximately 50% of History's SLO assessments have been formally entered into Tracdat, and the remainder will be entered in the future. The History Department also plans to further update and assess its PLO (Program Learning Outcome) in Spring 2018 and will continue its departmental equity work.

**For 2016-17 Submitted by:** Carol Cini  
History Instructor and Co-Chair

**Last Updated:** 03/23/2018

**#SLO STATEMENTS Archived from ECMS:** 13