

De Anza College

Program Review – Annual Update Form

History Department -- January 2025

1. Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members (if unsure, request the feedback form from your dean/manager).

**Below are replies in response to Question #1, with regard to feedback provided by anonymous RAPP Committee members on the History Department's Fall 2023 Program Review:**

**A ) Mission:** -- Thank you for the positive comments about the history department's mission statement and for letting us know that it is "thorough," and that it "clearly identifies the outcomes and skills the department wants students to achieve through its courses."

**B ) Program Goals:** -- Thank you for the positive comments about our goal being "clearly defined" and that there is "strong reflection in looking at this specific data." -- With regard to the anonymous RAPP committee members who wrote a suggestion about having a baseline, we believe that such a baseline is stated in our Teaching and Learning Strategies section of the Fall 2023 Program Review, in which we indicated that only about 1/4 of students earning the AAT in History have been female. -- In addition, since only about 1 month was given by the RAPP Committee for departments to complete the Program Review document in Fall 2023, we therefore did not have very much time to complete the Goals section (while we were also in the middle of a time-consuming full-time faculty search process). -- With regard to the suggestion in the RAPP feedback about changing to a two-fold goal and stating it as: increasing the number of females overall, and the number of females of color who earn the AAT in History: -- We believe that this information is already stated within our program goals, since we noted the effort to increase the number of women from diverse racial and ethnic populations who earn an AAT degree in History. -- We plan to analyze the results over the next few years based on the diverse racial and ethnic categories included within the statistics about the numbers of women and men, overall, earning the AAT degree in history. -- The specific goal that we stated in our "program goal description" was the following: -- "Increase number of female students -- from diverse racial & ethnic backgrounds -- earning the AAT in History by 2% each year over the next 4 years, by Spring 2027." -- For results so far in the past year, please see our reply to Question #3 further down in this Program Review Update. -- The history department will continue to promote advertising of the AAT degree in History through more ads, plans for a brochure, and events, etc. -- We would also like to ask the Research Office if they have any way of finding data about De Anza College graduates who go on to major in History at the university level even if such students did not fully complete the AAT in History at De Anza College, but still took several history courses in our department.

**C ) Reflection on Enrollment Trends:** -- With regard to the RAPP committee members' feedback on this section: -- We note that in the section, below, on "Exploring [Student] Success Rates," in our Program Review of Fall 2023, we mentioned a factor which may also affect enrollment in the History

Department, and that is the writing requirement mandated by certain UC History Departments in order for our history courses to articulate and transfer. -- We also note that we actually did address the enrollment issues with specific statistics in this section. -- We will quote from our Program Review of Fall 2023: -- "It is important to note that the Fall 2023 enrollment for the History Department is actually UP about 22% (according to an official college enrollment report), climbing from 926 in Fall 2022 to 1,132 in Fall 2023." -- That is actually more than the overall De Anza College increase in enrollment of 6.3% from Fall 2022 to Fall 2023 (as per an official college enrollment report of 10-19-2023). -- We will also note here that a Fall 2024 report (of Oct. 10th) showed that our History department enrollment increased again to 1,139.

**D ) Exploring [Student] Success Rates:** -- Thank you for the positive comments in saying that our history department "did a thorough job of looking at the data," and that our department's "efforts to increase access to affordable course materials is commendable." -- With regard to the RAPP committee members' feedback in this section, our Program Review noted that writing assignments might be a factor in student success rates, and we stated in our Program Review of Fall 2023, that, "The History Department has a writing requirement which is mandated by the UC and CSU, which our faculty must fulfill in order for our history classes to articulate/transfer, and this requirement may contribute to a slightly lower course 'success' rate in the History Department, compared to the college overall." -- And with regard to the anonymous RAPP committee members' feedback suggesting that the history department courses could consider "partnering with an EWRT class in a learning community or partnering with the tutorial centers for some supplemental instruction for students who may be struggling with their writing": -- In response to that feedback, we would like to reiterate what we noted in our Program Review of Fall 2023, that, "The numbers . . . for course 'success' rate trends in History courses are relatively consistent with minimal and statistically insignificant minor variations (76/75/77/74/74) over the past 5 years, which is similar to the college-wide course "success" rate of 78/80/80/79/80 for the past 5 years: -- In addition, we also noted in our Program Review that, "the History course "success" rate . . . of 76/75/77/74/74 over the past 5 years is very similar to that of the English Department's English Writing classes' course "success" rate of 78/77/75/74/76 over the past 5 years." -- Therefore, those statistics showing the similarity in History course and EWRT course success rates do not seem to indicate that "partnering with an EWRT class in a learning community" would be a solution to increasing student success rates in History classes. -- In addition, logistically speaking, it would be rather difficult to partner every single history class, or even most history classes, with EWRT classes (particularly since most history classes are currently Online Asynchronous, unfortunately, due to enrollment trends). -- With regard to use of the college's Writing Center, and Academic Skills Center, our instructors do currently refer students to these resources as needed, and instructors list such resources in our syllabi. -- We would like to recommend what our history department faculty do think could actually potentially have more of an impact on increasing student success rates, and that is two factors: -- 1) decreasing the class size from 50 to 40 students in History classes. -- Having a class size of 40 (instead of 50) would allow instructors to spend more individual time on feedback to students regarding their writing as well as provide more additional individual assistance where needed. In addition, having a class size of 40 for history classes would also allow for more individual assistance and time to be provided for our students who are historically underrepresented. -- The class size of 40 would also match more closely the class size in several other divisions across De Anza College and also at other community colleges. -- 2 ) A second recommendation is to have prerequisites for history classes which would help students who are not

yet ready for college-level reading and writing to achieve those skills before finding themselves struggling in a transfer-level class. -- Students themselves are aware of the need for laying a solid foundation in reading and writing, as struggling students have commented on this important issue to our history instructors. -- The current situation in community colleges (e.g., AB 705 and AB 1705) unfortunately does not allow for such prerequisites, or even for certain remedial classes -- a situation which the statewide FACCC (Faculty Association of California Community Colleges) has commented on with concern, on behalf of students -- and so therefore we believe that reducing class size to 40 students in history classes could be a potential solution to help increase student success rates.

**E ) Exploring Gaps in Successful Course Completion by Ethnicity:** -- Thank you for the positive comments in saying that "focusing on students' basic needs and working on activities outside of the classroom to help students succeed as some of the department's strategies to increase success rates and to narrow the equity gap is a great idea." -- The history department also notes here its past work of many years in "diversifying the curriculum." -- With regard to the RAPP committee members' feedback about the latter issue: -- **Please see the detailed information under the "Teaching and Learning Strategies" section, below, which refers to the diverse backgrounds of our dedicated faculty and our decades-long work in contributing to diversifying the curriculum on behalf of our students.** -- Some of our faculty are old enough to have been on the "front lines," so to speak, of diversifying the curriculum in the previous century in the decades following the beginnings of important changes in academia of the 1960s. -- In fact, some of our faculty were involved in early efforts to teach African American history as regular courses at the college and university level and to integrate the history of multiple diverse groups based on race, ethnicity, class, sex, gender, and sexual orientation into the curriculum in the 1980s, 1990s, and early 2000s. -- In addition, our dedicated faculty make connections between the classroom and history's impact in the larger society, by engaging in what is often referred to as "public history," such as contributing through presentations and publications of our college's own California History Center (CHC). Here are just some examples: 1 ) a recent presentation by one of our instructors in 2024, including a talk with students present, regarding debates over the rights of indigenous people by delegates to California's 1849 Constitutional Convention; and 2) a published article by another one of our instructors in 2010 in the CHC's *Californian* magazine about students visiting the CHC library to learn about primary source newspaper accounts of Harvey Milk's assassination and the rise of a gay rights movement in San Francisco in the 1970s. -- Our public history work also involves speaking up in public, such as engaging with the American Historical Association's efforts to call on state legislatures to promote diversity of voices and civic education through history education, or in some cases direct marching in the streets, as in the case of instructors who participated in recent demonstrations in the wake of the murder of George Floyd in 2020, as well as marching with Jesse Jackson in the call for diversifying the curriculum in academia in the 1980s. -- With regard to this Program Review Update: -- Since only about 1 month was given by the RAPP Committee for departments to complete the Program Review document in Fall 2023 (while we were in the middle of a time-consuming full-time faculty search process), we therefore did not have the time to provide such details as we now have in this Program Review Update of January 2025. -- In addition, we also note for the record that the History Department was **the most thorough of any instructional program in mentioning categories for departmental work in diversifying the curriculum in the Teaching and Learning Strategies section.** -- Moreover, we were the only instructional program to even mention the importance of this endeavor. (This information is based on reading that section of the Program Review for every

instructional program.) -- We quote from that **Teaching and Learning Strategies** section in our Program Review of Fall 2023: -- "The History Department has held multiple department meetings over the years in efforts to formulate solutions to address the disparities among groups in student achievement and has employed strategies such as: methods of outreach; diversifying the curriculum based on **race/ethnicity, sex, gender, sexual orientation, economic class, and religious background**; and referrals to tutoring, counseling, and other equity-focused services for our diverse student population." -- **In fact, the history department was the only instructional program to mention most of those categories, in bold, above.** -- We also note that the anonymous RAPP committee members' feedback comments, in the last line of the RAPP feedback in this section, mentions "goals," when it probably meant to say "mission statement," in referring to language from our history department's mission statement.

**F ) Teaching and Learning Strategies:** -- Thank you for the positive comment that the history department did a "great job in understanding what resources are available to students outside of the classroom." -- With regard to the other RAPP committee members' feedback in this section, we note here that unfortunately, there seems to be some misunderstanding about which courses are taught in the history department, since the RAPP feedback mentions a course, Asian American History, which we currently do not have in our course listings, since that course is officially housed in the Asian American Studies Department, and unfortunately, they have not cross-listed it with the History Department. Students, though, can petition to have that course count for an elective in the AAT in History, as noted in our Guided Pathways map template. -- It should be noted that the course is actually called "Asian American Experiences: Past to Present" (ASAM 1). -- Other comments by RAPP committee members in this section also appear to misunderstand the information presented in our Program Review of Fall 2023. -- The 6 international history courses (in African History, Asian History, and Latin American History, with a two-quarter sequence in each area) will be moving from the IIS Division to the SSH Division, to be officially housed in the History Department beginning in Fall 2025. - - That information was explained in our Program Review of Fall 2023 in the section called "Reflecting on Award Offerings." -- Somehow the RAPP feedback comments seem to have confused the explanation of that information in our section on "Reflecting on Award Offerings" with the section here on "Teaching and Learning Strategies." -- We note here that the section on "Reflecting on Award Offerings" is missing from the official RAPP committee feedback form. -- With regard to diversifying the curriculum, we have already noted in the previous section above, the extensive decades-long work that history department faculty have done in diversifying the curriculum. -- The history department would like to ensure that the RAPP committee has a full picture of the department's extensive work and experience and how we have supported, researched, written about, and presented the history of diverse groups across the span of our wide-ranging curriculum, and please see information below:

**-- For more information about the diverse backgrounds of our history department faculty, and our dedicated work over several decades in diversifying the curriculum, please see the information directly below:**

**Faculty accomplishments in the history department at De Anza College include:**

-- A high number of Ph.D. and M.A. degree holders who have published in their field and participate in public history initiatives and do first-hand historical research which they have used **over the past several decades** to bring into history survey courses for the benefit of our diverse students in the classroom.

**An overview of the courses that we teach:**

-- We teach U.S. History, World History, Western Civilization, Women's History, and California History.  
 -- Cross-listed courses with the History Department that are officially housed in the IIS Division include African American History (a two-quarter sequence). We also allow credit in the AAT in History for these electives officially housed in the IIS Division, including Asian American History, Chicano/Latino History, Native American History, and Filipino American History, as shown in our Guided Pathways map template.  
 -- In addition, beginning in Fall 2025, there are 6 international history courses in the areas of African History, Asian History, and Latin American History (two-quarter sequences for each area) which will be moving from the IIS Division to be officially housed in the History Department in the SSH Division. **These international history classes are important for global understanding and, along with other classes that we teach, help to support both the college's and the history department's mission statement.**

**This section, below, is an overview of examples of decades-long work by history department faculty in research in diverse fields of history, as well as active work in public history, and has been used to diversify the curriculum during the 1980s, 1990s, 2000s, 2010s, and 2020s:**

**African and African American history:**

-- A faculty member who taught at the University of Sierra Leone in Africa (1988-89) as a Fulbright scholar.  
 -- An instructor who taught African American history courses in the 1980s and has published in the field, including a 2004 book on Martin Luther King, Jr., Malcolm X, and the 1950s-60s civil rights movement.  
 -- Another instructor who has done research on Jackie Robinson and the desegregation of baseball and has taught a 2022 course on the history of civil rights in the U.S.  
 -- An additional instructor who taught the history of the African American civil rights movement in 1990s courses at UCLA and who marched with Jesse Jackson in the 1980s in calls to diversify the curriculum.  
 -- An instructor who completed a Minnesota State culturally responsive pedagogy workshop on Indigenous Men and Men of Color "I am George Floyd" Webinar in June 2020 near the area where George Floyd was murdered and who brings the important connections between past and present into history courses.  
 -- Instructors who integrate African history into our courses, and who make African American history central to U.S. history, including topics such as African Americans in the American Revolution, the abolitionist (anti-slavery) movement and Civil War, and 20th-century movements which changed U.S. law and culture, from the 1964 Civil Rights Act and 1965 Voting Rights Act, to the 1967 Supreme Court case of *Loving v. Virginia*, effectively legalizing interracial marriage and helping to lay the foundation for *Obergefell v. Hodges* and the legalization of gay marriage in 2015.  
 -- Importantly, history faculty also integrate African American women's histories into our survey courses, from 1700s poet Phyllis Wheatley, to "General" Harriet Tubman who led important military maneuvers during the Civil War, to civil rights activists such as Ella Baker and Fannie Lou Hamer in the 1960s.  
 -- History faculty present study of the Declaration of Independence, U.S. Constitution, Bill of Rights, and the additional Amendments, including Reconstruction-era amendments banning slavery and granting voting rights to freedmen, along with the Nineteenth Amendment granting women's suffrage, in a historical context which asks students to consider to what extent American ideals of liberty and equality have been fulfilled, or not, especially considering the lack of equal enforcement of Amendments for many decades.  
**This important material helps support the history department's mission statement and its effort to "inspire students to reflect on and engage in the democratic process both locally and nationally."**

**Asian and Asian American history:**

- Instructors who are Asian history specialists who speak various Asian languages, have traveled to and/or lived in several Asian countries, and use their skills and experience to connect with our diverse students, including international students, in the classroom.
- Instructors who have integrated their knowledge of Asian American history into U.S. history courses, including Chinese labor during the California gold rush, the Japanese American internment and related Supreme Court cases involving civil rights, and Vietnamese immigration and political activism.
- Faculty who have worked on integrating Filipino/a American history into U.S. history courses, from Filipinos in 1500s Spanish America, to Filipino leadership of workers' strikes in the 1930s & 1960s.

**European and European American history:**

- An instructor who is a Senior Fellow at U.C. Berkeley's Institute of European Studies.
- Faculty who are European history specialists who speak various European languages, lived overseas in Europe, and have lived and traveled behind the iron curtain before the fall of the Berlin Wall in 1989, and use their skills and experience to connect with our diverse students, including international students, in the classroom.
- Instructors who have integrated their knowledge of European history into U.S. history courses, from early colonization, to later immigration, to the Cold War, including faculty who visited Soviet-era cities.

**Latin American history and Mexican American history:**

- Faculty who are Latin American history specialists or have a supporting field in Latin American history and are fluent in Spanish or have working knowledge of Spanish, and have traveled to various nations in Latin America, and use their skills and experience to connect with our diverse students, including international students, in the classroom.
- Instructors who specialize in Latin American history, integrating this knowledge into U.S. history courses, from indigenous societies, to the Mexican Revolution, to different perspectives on Cuba-U.S. relations.

**Native American history:**

- Instructors who have done research on Native American history and visited Native American historic sites over several decades and have integrated this knowledge into U.S. history and California history courses, from pre-Columbian civilizations to native environmental practices to current court cases over land rights.
- A faculty member who contacted a Hollywood film director to obtain a copy of the one of the first films to use a Native American indigenous language (Ojibwa, with subtitles in English) and now uses that PBS film regularly in early U.S. history courses to help students see different perspectives on American history.

**Gender history (Women's history, Men's history):**

- Two instructors who completed Ph.D. dissertations specializing in gender history.
- A faculty member who won **1990s** research grants and published articles on women's history in the U.S. and intersections of the 1960s women's movement with the labor movement and civil rights movements.
- A faculty member who has published in the area of sports history and gender issues, and has researched the construction (and deconstruction) of masculinities in the history of the U.S. in the twentieth century.
- Instructors who integrate women's history and gender history into their courses, including the diverse histories of women of color, from the early history of indigenous women, female indentured servants, and female slaves in the colonial period, to the history of diverse women's activism in the American Revolution,

Civil War, the women's suffrage movement in the battle to gain voting rights, and the 1960s to the present efforts for gender equality, including the intersections with race, ethnicity, class, and sexual orientation.

### **Gay and Lesbian history:**

- Instructors who have done research in gay and lesbian history and integrate this knowledge into U.S. history courses and other survey courses in our history department, from laws against homosexuality in various eras and countries, to modern movements for gay and lesbian rights, to the first openly gay politicians in the U.S., including, for example, Harvey Milk in the 1970s and Sheila Kuehl in the 1990s.
- An instructor who lived in the Castro district in San Francisco during the late **1980s** and early **1990s** AIDS crisis and thus brings awareness of the life and death issues of such history into our history survey courses.
- A faculty member who sponsored a De Anza student who gave a presentation on discriminatory Russian influence on LGBTQ+ rights in Eastern Europe at an undergraduate panel at UC Berkeley in Nov. 2023.
- An instructor who oversaw a student's project focused on discriminatory practices against homosexuals in the U.S. army during World War 2, which the student presented at a 2022 Student Achievement Conference.

### **Labor history:**

- Faculty who have researched labor history and class relations in several fields, both in the U.S. and in various fields of history internationally, and integrate this history into our history survey courses.
- Instructors who have been active members of labor unions even before working at De Anza College, and bring their knowledge and direct experience of labor issues to share with students in the classroom.
- An instructor who taught the children of Mexican American farmworkers in the **1980s** and who has used this experience to infuse awareness about agricultural workers' history into U.S. history courses.

### **Disability History:**

- An instructor who published an article on disability rights in a peer-reviewed journal in **1993** and has been working on a comparative study of disability rights.
- Instructors who have experienced their own disabilities over the past decades and thus have worked to include disability history in our history survey courses, including the mistreatment of the disabled in the 19th century, and the struggles of President Franklin Roosevelt with polio in the 1930s (before the polio vaccine in the 1950s), and the passage of the Americans with Disabilities Act in 1990.

### **Environmental history:**

- An instructor who has published a book on environmental history in the U.S.
- Instructors who integrate environmental history into their courses in various fields.

**G ) Reflecting on Trends in Awards:** -- Thank you for the positive comments in this section in stating that, "The department looked closely at the trends in awards," and for commenting on "the thoughtfulness with which the department approached their goal." -- With regard to the RAPP committee members' feedback and suggestion about scheduling as a way to try to increase the number of students earning AAT degrees, the history department has already made careful efforts in quarter-by-quarter sequencing and frequency as well as modality and days and times that classes are offered. Since many classes are offered as Online Asynchronous, it should be very convenient for students to put their schedule together, and we have also scheduled the several fully in-person classes, and any other classes with an in-person component, so that they do not overlap. -- We explained in an earlier section of this Program Review Update about the fact that only 2 international history classes were

offered in the previous academic year (2023-24) by the IIS Division (where the classes have been officially housed and scheduled), and we have mentioned that this situation may have made it difficult for students to obtain the classes they needed to complete the AAT in History degree. -- So, hopefully, with more (4) international history courses offered this academic year of 2024-25 by IIS, the numbers of students earning the AAT in History degree may go up. We shall see when those numbers are available next fall. -- For 2024-25 though, the international history classes are still only being offered in Winter and Spring quarters. -- Therefore, once the classes are officially housed in the SSH Division and the History Department beginning in Fall 2025, we would like to offer at least 1 (or more) international history classes this Fall Quarter and in future academic years, along with at least 3 or 4 international history classes offered in Winter and Spring quarters, to see if that makes a difference with regard to potentially increasing the number of AAT degrees in History earned by our students.

**H ) Staffing Needs:** -- With regard to the anonymous RAPP committee members' feedback in this section, we would respectfully disagree with the claim that a comment about concern with regard to helping new hires make sure they can obtain keys as well as access to other needed resources in a timely manner was "off tangent" for this section about "Staffing Needs," when, in fact, the section of the **Feedback form** in which RAPP committee members made this comment was **missing one of the key bullet points, "Retaining Faculty,"** to which departments were asked to respond in the Program Review of Fall 2023. -- This issue of creating a welcoming environment for new hires is still an important concern with regard to how new hires are welcomed and with regard to the effort to ensure that new hires of diverse backgrounds are provided with necessary resources (such as computers in both full-time offices and part-time offices) to begin their work before the start of the quarter in which they are hired in order to be well prepared to help our students. In addition, we will reiterate and expand on a concern stated earlier, that if a new faculty member is not provided with a key in a timely manner to open their classroom, then that is certainly not a welcoming environment for either the new faculty member, or the students who are also impacted by the lack of a key to open a classroom. Students, and student success, may also be impacted by the lack of, or late arrival of, any other missing resources or missing information that newly hired faculty may not have access to. We would advocate that there be more recognition at the college and at the district level of the connection between needed resources for new hires, and the impact on student success.

**I ) SLO Assessment:** -- With regard to the feedback from the RAPP committee members in this section, now that there has been a newly hired full-time instructor to help with full-time workload, then this will allow for more time to coordinate SLO assessments in the history department, as we begin a new round of SLO assessments, reflections, and enhancements this year. -- We note that the RAPP feedback for this section actually appeared in a box for the previous section on the feedback form.

**J ) Last Section:** -- With regard to another FT Hire: -- The History Department just recently received a full-time hire in Fall 2024, and we are thankful for that. -- The SSH Division is currently engaged in several other FT hiring processes for other departments in need, so the history department will wait its turn. The SSH Division barely has enough full-time faculty in the SSH Division to serve on hiring committees and tenure review committees at present, with several newly hired FT faculty going through the tenure review process. More new FT hires in several departments will be coming through the pipeline in the next couple of years after hiring, and after they have progressed through the phases of the tenure review process, then there will be more full-time faculty to help with this process.

**REPLIES to OTHER SPECIFIC QUESTIONS IN PROGRAM REVIEW UPDATE:**

**2. Describe any changes or updates that have occurred since you last submitted program review (comprehensive program review [submissions](#)):**

We have hired a new full-time faculty member in Fall 2024 (one quarter ago), and that has been an important contribution to the department in terms of helping with full-time workload.

**3. Provide a summary of the progress you have made on the goals identified in your last program review (as included in the comprehensive program review).**

We achieved our stated goal of increasing the percentage of women earning the AAT in History, which climbed to 50%, since prior to 2023-24, the numbers of women earning the AAT had remained between only about 20% to 25%. We also increased the percentage of persons of color earning the AAT in History to 100% (with 50% Latino/a American and 50% Asian American).

Unfortunately, the number of students earning the AAT in History decreased to only 6 at the end of the 2023-24 academic year, which might be due to the fact that there were only 2 international history classes offered (through the IIS Division where the courses have been officially housed and scheduled) in the academic year 2023-24, so it may have been more difficult for students to find the classes needed in order to complete the AAT in History degree. It's possible that these students may still have continued on to earn the B.A. in History at the university level, and this is information about which we would like to check with the Research Office to see if there is any method of obtaining such statistics. -- In any case, now that the international history classes (African, Asian, Latin American) will be moving in Fall 2025 to be officially housed in the History Department within the SSH Division, then we will have more ability to strategically schedule those classes that students need for the AAT degree in History. -- Yet, the decrease in the number of students earning the AAT in History degree could also be due to the general decrease in humanities degrees nationwide. -- With these factors in mind, the history department has discussed strategies (more ads, a plan for a brochure, and events, etc.) to increase the number of AAT in History degrees, to try to bring the numbers back up to where they were earlier, or back to double digits. -- We will also try to further increase the diversity of students earning the degree.

**4. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.**

In addition to our efforts to increase the number and percentage of diverse women earning the AAT in History degree, we will also plan to focus our efforts on increasing the actual number of AAT in History degrees earned overall, by women and men of diverse backgrounds, a goal parallel to the one we initially stated.

**5. Describe the impact to date of previously requested resources (personnel and instructional equipment) including both requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been able to and unable to accomplish due to resource requests that were approved or not approved?**

A ) As mentioned already, we received a new full-time hire in history in Fall 2024, which has been a significant contribution to the department in terms of helping with full-time workload. The change has already been important to help with the workload for the statewide Common Course Numbering system, and will also be important to curriculum course outline revisions and to developing strategies to try to increase the number of students earning the AAT in History degree. Since it has only been one quarter since the start of Fall 2024 when the new full-time hire arrived at De Anza College, we will have more to report in future years, although there have already been positive effects for student success, as noted in Answer #6, below.

B ) The funding received for textbooks in the college's library reserves has allowed students to check out the books for free starting in the first week of the quarter and these books can be checked out for the entire quarter. This ZTC (Zero Textbook Cost) program has made a significant difference for many of our students who now can access the books from the first day of class, which contributes significantly to students' ability to learn the material and be prepared for the college experience. This is an important contribution also to help historically underrepresented students and first-generation college students who may need more help with resources. Since this ZTC program is relatively new, we will have more information about student success in future reports, but we can already tell that students are more prepared in class discussions, and this is an early sign of student success. The confidence level of students is also bolstered by having access to the books from the first day of the quarter rather than needing to wait for a paycheck in two weeks, or more, to cover the cost of books and then missing out on study time, which are stories we have heard from students in the past. Now those students can focus more on their studies from the first day of the quarter.

**6. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?**

A ) Having a new full-time instructor has meant there is more time to help disproportionately impacted students (or historically under-represented students) with one-on-one advising since the full-time instructor is on campus more often and teaches more classes per quarter, including in-person classes.

B ) With regard to the funding received for ZTC textbooks in the college library reserves, this has almost certainly meant that a higher percentage of disproportionately impacted (or historically underrepresented) students and first-generation college students have been able to have access to textbooks without cost, beginning in the first week of class and for the entire quarter thereafter, and thus helping to provide an important tool for student success.

7. Refer back to your Comprehensive Program Review under the section titled Assessment Cycle as well as the SLO website (<https://www.deanza.edu/slo/>) for instructional programs. In the table below provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

**Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)**

Learning Outcome (SLO, AUO, SSLO)	<p>SLO #1: -- Demonstrate and apply knowledge of twentieth-century U.S. history to construct defensible statements of meaning and evaluation about this period's developments.</p> <p>SLO #2: -- Identify, critically evaluate, and interpret twentieth-century U.S. history using primary source documents to construct historical analysis.</p>
Method of Assessment of Learning Outcome (please elaborate)	F24 (HIST 17C-50Z) -- Final Exam (Final Paper) in which students make an argument about to what extent 1960s movements for civil rights, women's rights, and anti-war fulfilled their goals, or not, or only partially, during the 1960s-70s and in later decades (1980s or 1990s or 2000s) and explain why, or why not. Students use primary historical documents and secondary source textbook information as evidence to support their arguments.
Summary of Assessment Results	A high percentage of students did well; most students (33) (80.4%) passed this assessment. For those 8 who did <u>not</u> pass: 3 were close to passing, 5 just did <u>not</u> pass. 3 were Withdraws. Some of the W's & those not passing were probably fraudulent students, and should <u>not</u> skew college statistics.
Reflection on Results	Overall, students wrote good essays, demonstrating skills in making a clear argument and supporting it, by analyzing and evaluating and interpreting the historical evidence, in both primary sources and secondary sources.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	Due to time being spent by our faculty on RSI training Part 1 and Part 2 in Fall 2024 and Winter 2025, we are beginning our new SLO assessment cycle this year in Winter 2025, Spring 2025, and Fall 2025. -- Our plan of possible enhancements -- including for the assessment above -- will consist of additional formative assessments such as more extensive outlines done ahead of time by students to prepare for written or typed essays, and more referrals to tutoring and study skills workshops. -- We will also advocate for smaller class sizes so that we can provide more individual time to students.

Done? Please email this form to your dean/manager.

**8. Dean Manager Comments:**

The History Department recently added a new faculty member, bringing continuity and fresh energy to the program. The department continues to attract strong enrollment, and there is an ongoing need to hire part-time faculty, particularly for in-person course offerings. With the department on stable footing, there is an opportunity to delve deeper into analyzing student equity gaps across its courses to ensure inclusive success for all students.

Conducting a student survey could provide valuable feedback on how advancements in AI, technology, and innovation might help the department evolve and remain relevant. Additionally, fostering collaboration with the California History Center could enhance teaching effectiveness and provide a platform for faculty to engage in broader discussions about pedagogy. Exploring grant opportunities to support new initiatives that incorporate global perspectives could further enrich the department's offerings.

With the addition of courses in Asian History, African History, and Colonial Latin American Studies, the department's curriculum will diversify, offering students a more globalized perspective that strengthens the program's relevance and appeal.