Comprehensive Program Review

A. Department Information
Mission

Please enter your department's mission statement here.

The History Department offers a variety of lower division courses in several subfields within the discipline which all meet De Anza G.E. requirements and are all UC and CSU transferable. Our mission is to prepare students for university-level transfer, for career pathways, and to lay a foundation of historical understanding for all students who take our history courses. -- The History Department's curriculum spans the globe and includes 11 courses housed in the SSH Division -- in the fields of U.S. History, World History, Western Civilization, Women's History, and California History -- as well as 8 cross-listed courses currently housed in the IIS Division -- in the fields of African History, Asian History, Latin American History, and African American History. -- Our courses prepare students to develop important skills which employers value, including critical thinking, information literacy, precise writing, and careful evaluation of the evidence, through objective and written assessments, class discussions, and student projects, while emphasizing the importance of integrity and encouraging innovation. -- History Department course assessments are also designed to inspire students to reflect on and engage in the democratic process both locally and nationally and to work towards creating and achieving global understanding. -- Our students use primary and secondary sources to analyze the human condition within the context of diverse cultures, civilizations, and time periods. -- The History Department's mission is also to equip students with skills which will help them to succeed in a variety of career paths, from law to business, to teaching, to government service, as well as contributions to the arts, such as film-making, which broaden the public's awareness of significant subjects.

How does your program mission statement relate to the mission, vision and values of the college? (https://www.deanza.edu/about-us/mission-and-values.html)?

The History Department includes the study of diverse cultures of the world in its mission statement in relation to the college's mission statement and its emphasis on the value of diversity. -- The History Department also includes communication and expression for written assessments, critical thinking, analysis, information literacy, and appreciation of the democratic process and global understanding in its mission statement in relation to the college's institutional core competencies in these areas. -- In addition, in its mission statement, the History Department refers to the development of several important skills which employers value, and refers to career goals for students, in relation to the college's mission statement and its references to career exploration, integrity, innovation, and developing the human capacity of all students.

Program Goals

Enter 1-3 goals for your department to be achieved by spring 2027. Each annual reflection will ask your department to report on progress in meeting your goals. Each goal should be aligned to your department's mission and the college mission. All resource requests and personnel requests should be aligned with your program's mission and goals.

Goal title	Goal description	Responsible parties	Collaboration with	Guided Pathways engagement	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
AAT HIST Gender	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.	History Department Faculty	Counseling Department, Research Office	Women in History Presentation on Campus as part of Guided Pathways, including women of diverse racial and ethnic backgrounds	AAT statistics	AAT statistics

Changes Imposed by Internal/External Regulations or Factors

Are there factors unique to your program that may affect your enrollment, success rates or staffing that RAPP should be aware of? (e.g., curriculum changes, program reorganization, noncredit curriculum, loss of personnel, legislative mandates, etc.)

Unfortunately, several situations at the college have taken away time from working on departmental issues and may have also affected enrollment. -- Multiple colleagues have reported the following: -- (1) The college bookstore did not order print versions of textbooks on time by the start of Fall quarter, despite several requests by email and in the Follett app in MyPortal. Students in petitions indicate they often prefer print books which make it more convenient to study since E-books drain batteries of devices, contribute to eye strain, and are not as easily marked with notes. The bookstore also did not reply to emails despite multiple requests for Rentals of print versions of textbooks to help students save money. -- (2) Lack of air conditioning/cooling and lack of air flow in several L2-Quad classrooms has been an ongoing problem for the past decade. Students in October 2023 signed a petition due to approximately 90 degrees Fahrenheit temperature. The history department chair forwarded the students' petition and requested HVAC solutions. Certainly, the Measure G budget should be used to improve existing facilities for student use before building new structures. -- (3) The white card key system inexplicably stopped providing access to the mailroom for many employees in early fall quarter with no explanation from the district, and faculty had to scramble to request and obtain new access devices. Mailroom access is important so that faculty can retrieve important communications as well as textbook copies from publishers, and the mailroom includes a photocopier for making copies of exams for in-person classes, and the mailroom also serves as a drop-off location for Disabled Student Services to deliver testing documents to faculty on behalf of students with accommodations. -- It is hoped that these issues re: Bookstore, HVAC, & Keys can be fixed soon.

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends
Social Sciences and Humanities - History-FD

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	3,632	3,412	3,059	2,698	2,506	-31.0%
Enrollment	4,296	3,980	3,574	3,136	2,896	-32.6%
Sections	102	97	88	82	87	-14.7%
WSCH	5,670	5,280	4,767	4,181	3,861	-31.9%
FTES (end of term)	383	357	322	282	257	-32.9%
FTEF (end of term)	9.4	8.8	8.0	7.8	7.1	-24.4%
Productivity (WSCH/FTEF)	604	599	596	536	544	-9.9%

In the data table above, what does the Enrollment trend indicate? For definitions of enrollment terms, please see the glossary (https://www.deanza.edu/ir/documents/Glossary.pdf).

☐ the data trend shows an increase in Enrollment

☑ the data trend shows a decrease in Enrollment

☐ the data trend shows no change and/or flat in Enrollment

Reflect on Enrollment Trends

Discuss the factors that would help the college understand your programs' enrollment trends. How may these trends align with your program mission and goals?

Although the data trend for the History Department shows a decrease in annual enrollment from 2018-19 to 2022-23 (Spring 2023), which is consistent with college-wide, state-wide, and nation-wide trends, and which is mainly due to demographic factors over which we have no control (such as a declining birth rate), 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. -- One of our SSH colleague's (a fellow department chair's) theory for explaining, in part, the

enrollment growth at FHDA overall in F23 is that, due to the high costs of housing in the SF/SJ Bay Area, students may be enrolling in community college, instead of the CSU and UC, in order to save money. -- Another contributing factor may be the college's efforts to encourage all faculty to make enrollment a priority, along with the history department chair's efforts to encourage all faculty to advertise their classes.

CTE Programs - Statewide and Regional Labor Market Trends

CTE Programs Only

1. Review and summarize the Lightcast Analyst Occupational Outlook data for your CTE program (https://foothilldeanza.sharepoint.com/:f:/s/dactedepartments/EiRTueQ8GrNLqltlQw2twpsBMFCs7X5djTVeo6Jss3W0Jg?e=1ybpmY).

2. Cite current industry trends.

3. 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.

Not Applicable.

D. Course Success

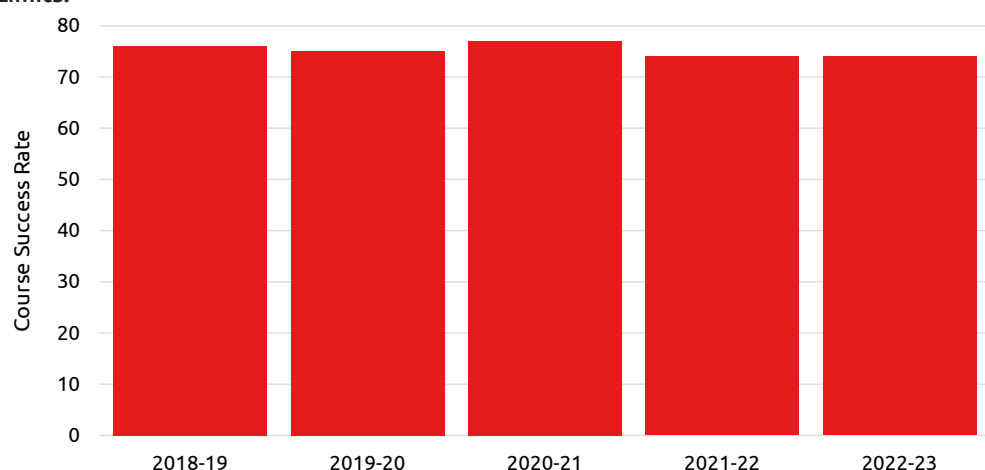saved report - pivot

Course Success

History-FD

Who uses this report:
All users who want to further explore their enrollment or course success data.

What is this report:
This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

Limits:

Limits:

Measures: Enrollments and Course Success Rate and Success Count

	2018-19			2019-20			2020-21			2021-22			2022-23		
	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count
Measures	4,296	76%	3,264	3,980	75%	3,003	3,574	77%	2,746	3,136	74%	2,330	2,896	74%	2,139

Data loaded 17-Aug-2023

In the data table above, what overall trends are you seeing in Course Success?

☐   the data trend shows an increase in Course Success

☐   the data trend shows a decrease in Course Success

☑   the data trend shows no change in Course Success

Exploring Course Success Rate Trends

1. What could be factors that influence success rates in your department?

2. What strategies does your department have in place to increase or maintain current success rates?

3. Are there other trends that you see when exploring different courses in the same department (How to access success rates by course: https://www.deanza.edu/ir/documents/How_to_Access_Your_Program_Review_Data.pdf)

4. How do course success rate trends align with your program goals?

The numbers above for course success rate trends in History courses are relatively consistent, with 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. Currently we only have 1 FT faculty member in the History Department, with 12 to 15 PT faculty members in the past couple of years, depending on the quarter and year. After we finish the time-intensive FT hiring process this year, we will have a 2nd FT faculty member to help put in place more processes to further address the issue of student success rates. Certainly, history faculty are focused on course standards and requirements for teaching content as well as skills and critical thinking, in order to try to ensure the success of our students at the university level and in acquiring skills for careers and the job market in general. -- The COVID-19 era and the shift to online learning has unfortunately led to a nationwide decline in English and Math proficiency for K-12, which is well documented, and certainly this situation has impacted the most recent generation of college students. -- The History Department has a writing requirement which is mandated by the UC/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. -- Yet, the History course success rate, above, of 76/75/77/74/74 over the past 5 years is very similar to that of the English Department's Writing classes (EWRT) course success rate of 78/77/75/74/76 over the past 5 years. -- Please see "Teaching and Learning Strategies" section, below, for the History Dept.'s strategies to try to increase course success rates.

Course Success with Disproportionate Impact (credit and non-credit)

Limits: 2022-23

Who uses this report:
All users who want to explore student equity and disproportionate impact in course success.

What is this report:
This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

How to interpret the data:

A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

New features:

To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), **be sure to select a college, division, department or course,** then click on the link "Click here to show and compare disproportionate impact with [X]".

Success rate

The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

Comparison success rate

The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

Additional successes needed to erase percentage point

This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.
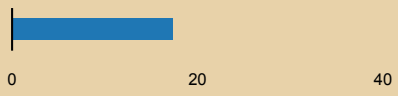
Legend:

Yellow: Student groups experiencing a negative percentage point gap that is not statistically significant

Orange: Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method[1]

Currently showing all groups. Click here to show only groups with disproportionate impact.

Click here to show and compare disproportionate impact with .

Hide cells with fewer than   10   students

| Social Sciences and Humanities - History-FD | | | | | | 2022 Summer to 2023 Spring |
| Number of sections: 87 | | | | | | |

Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap
All Students (History-FD, 87 sections)	2,896	74%	74%	0		
Asian	1,094	83%	68%	+14		
Black	136	57%	75%	-17		24
Filipinx	167	63%	74%	-11		19
Latinx	809	63%	78%	-15		122
Native American	N/A					
Pacific Islander	20	80%	74%	+6		
Unknown ethnicity	197	86%	73%	+13		
White	468	75%	74%	+1		
Female	1,221	74%	74%	-1		7
Male	1,632	74%	74%	+1		
Non-Binary	N/A					
Unknown gender	42	74%	74%	0		1
Foster youth	N/A					
Individuals with disabilities	109	74%	74%	+0		
Low Income	1,228	69%	78%	-9		113
Not Low Income	1,668	78%	69%	+9		
Veterans	80	76%	74%	+2		

[1]The PPG-1 method follows the CCCCO method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).

In the data table above, what does the data indicate about the Success rate of various ethnic groups within your department compared to the comparison group for the most recent academic year? (i.e., as displayed in the Percentage point gap column)

The Percentage point gap between Asian students and all other students shows:

☐   there is no gap (e.g., 0)

☐   there is a negative gap of 5-percentage points or less (e.g., -5)

☐   there is a negative gap greater than 6 percentage points (e.g., -6)

☑   there is a positive percentage point gap (e.g., +2)

The Percentage point gap between Black students and all other students is:

☐   there is no gap

☐   there is a negative gap of 5-percentage points or less

☑   there is a negative gap greater than 6 percentage points

☐   there is a positive percentage point gap

The Percentage point gap between Filipinx students and all other students is:

☐   there is no gap

☐   there is a negative gap of 5-percentage points or less

☑   there is a negative gap greater than 6 percentage points

☐   there is a positive percentage point gap

The Percentage point gap between Latinx students and all other students is:

☐   there is no gap

☐   there is a negative gap of 5-percentage points or less

☑   there is a negative gap greater than 6 percentage points

☐   there is a positive percentage point gap

The Percentage point gap between White students and all other students is:

☐   there is no gap

☐   there is a negative gap of 5-percentage points or less

☐   there is a negative gap greater than 6 percentage points

☑   there is a positive percentage point gap

The Percentage point gap of one additional group of your choice:

☐   there is no gap

☐   there is a negative gap of 5-percentage points or less

☐   there is a negative gap greater than 6 percentage points

☑   there is a positive percentage point gap

☐   not applicable

Exploring Gaps in Successful Course Completion by Ethnicity

1. What differences do you see in successful course completion rates by ethnicity?

2. What are your thoughts on these differences?

3. Are there other trends that you see when drilling into the data that may be important for your department to explore (e.g., foster youth, individuals with disabilities, low income, veterans)?

4. Which additional student group did you choose to explore and why?

5. How do these trends align with your program's mission and goals?

(1) & (2): -- Differences by ethnicity in History course success rates are similar to, but in some cases are higher or lower, than such course success for the college overall. Combined course success rates for Black, Latino/a, and Filipino/a students in History courses, at 62%, are lower than those of the college overall at 72%. Within that History data, Black students had a 64% success rate in 2020-21, but were at 57% by 2022-23; and Filipino/a students had an 81% success rate in 2020-21, but were at 63% in 2022-23. It is possible that recent COVID-era declines due to online learning in K-12 had a disproportionate impact on historically underrepresented groups. Yet, there is also an Increase in History course success rates for 2 groups: Native Americans, at 67% in 2019-20, were at 80% by 2022-23; and Pacific Islanders, at 60% in 2019-20, were at 80% by 2022-23, both higher than at the college overall in 2022-23 (73% & 72%). Relatively smaller numbers of the above 4 groups at the college may make these statistics unreliable indicators of historical trends. For groups with larger enrollment numbers, History course success rates in 2022-23 were: Asian students at 83%, White students at 75%, and Latino/a students at 63%. -- History's course success rates may be lower than those at the college overall due to: (A) History's larger class size of 50 (making outreach and individual attention more difficult than in a class size of 30 or even 40), and (B) the writing requirement our history courses must fulfill to articulate with UC/CSU. -- (3) & (4) Veterans have a 76% success rate. -- Foster youth numbers are not available. -- Low-income students' success rate at 69% correlates with historically underrepresented groups impacted disproportionately by COVID-era online learning loss in K-12.

Teaching and Learning Strategies

1. What teaching and learning strategies might be helpful in narrowing any gaps in successful course completion?

2. How do the listed teaching and learning strategies align with your program's mission and goals?

The History Department has held multiple department meetings over the years in efforts to formulate solutions to address disparities among groups in student achievement and has employed strategies such as: using various methods of outreach; diversifying the curriculum based on race, ethnicity, sex, gender, sexual orientation, economic class, national origin, and religious background; providing Open Educational Resources (OER) free textbooks, where available, in some classes to assist low-income students; organizing an arrangement with the college's Library Reserves, which, through the use of state lottery funding, maintains a collection of over 40 free textbooks and over 40 free document collection books, so that students can check out such books from the Library Reserves, for free, for the entire quarter; and providing referrals for tutoring and help with writing and study skills (at the college's Academic Skills & Tutoring Center, the college's Writing and Reading Center, and through the college's online tutoring resources), as well as academic counseling and encouragement of students to develop an educational plan (at the Counseling Department), in addition to mental health counseling (at Mental Health Services and awareness of the Student Health Center overall), and specific equity-focused services for our diverse student population (including the 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, Pride Center, and the Women, Gender, & Sexuality Center). -- The History Department actually had made progress over the 3 years from 2019-20 to 2021-22 with increasing History Department student success rates, but the COVID-era online learning loss may have impacted the most recent college students and recent course success rates. -- Since we have only had 1 FT faculty member in the History Department for the past 2 years, with 12 to 15 PT faculty in that same time period (depending on the quarter and year), then it has been difficult to make more progress without more FT faculty members to do the equity work as FT employees. -- After we finish the time-intensive FT hiring process this academic year, then we could potentially accomplish more in our equity work. -- Some of our plans related to our program's mission and goals include the following: -- more specific alignment with counseling and tutorial services to help improve student success rates among diverse racial/ethnic groups; working on methods to close the gender gap where only about 1/4 of students earning the History AAT are female, a statistic paralleling that in some STEM fields; developing a History Department brochure to spotlight career possibilities with attention to famous diverse historians; having more FT faculty members to attend Enrollment Day and other events; potentially sponsoring our own History Department events in relation to the civic engagement goals of the college; placing more equity posters of historically famous diverse individuals in classrooms in an effort to further engage our diverse student population.

Trends in Awards
saved report - pivot

Degrees and Certificates by Ethnicity

History-FD

Who uses this report:
All users who need degree and certificate data.

What is this report:
This report provides the degree and certificate counts by college, division and department. Additionally, all users could explore degree and certificate awarded by ethnicity and gender.

Measures: Awards

	Award Group	Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
	Associate in Arts-Transfer	Asian	1	7	9	4	4
		Black		3	1		
		Filipinx	1	1	1	1	1
		Latinx	3	8	2	9	4
		Pacific Islander			2		
		White	5	2	5	7	5
		Total	10	21	20	21	14
	Total		10	21	20	21	14

Data loaded 24-Oct-2023

In the data table above, what are the trends in regard to the number of awards within your program?

Trends in Associate Degrees awarded show:

☐ an increase in the number of Associate Degrees awarded

☐ a decrease in the number of Associate Degrees awarded

☐ no change in the number of Associate Degrees awarded

☑ Not applicable

Trends in Associate Degrees for Transfer awarded show;

☐ an increase in the number of Associate Degrees for Transfer awarded

☑ a decrease in the number of Associate Degrees for Transfer awarded

☐ no change in the number of Associate Degrees for Transfer awarded

☐ Not applicable

Trends in Credit Certificates awarded show:

☐ an increase in the number of Credit Certificates awarded

☐ a decrease in the number of Credit Certificates awarded

☐ no change in the number of Credit Certificates awarded

☑ Not applicable

Trends in Non Credit Certificates awarded show:

☐ an increase in the number of Noncredit Certificates awarded

☐ a decrease in the number of Noncredit Certificates awarded

☐ no change in the number of Noncredit Certificates awarded

☑ Not applicable

Reflecting on Trends in Awards

1. What trends do you see across awards in your department?

2. How do the trends in awards align with your program's mission and goals?

The History Department actually doubled its number of AAT degrees awarded a few years ago, from 10 degrees in 2018-19, to 21 degrees in 2019-20, and remained consistent with 20 degrees in 2020-21, and 21 degrees in 2021-22. Unfortunately, the number fell to 14 AATs in 2022-23, which may be due to an enrollment decline last year. -- Yet, with a rise in enrollment in Fall 2023, we hope to increase the number of History AAT degrees again. -- After we finish the hiring process for a new FT faculty member, we will put in place more advertising for the History AAT degree through instructors, brochures, events, and other methods. -- The History Department shows AATs earned by diverse racial and ethnic groups, including Asian, Black, Filipino/a, Latino/a, Pacific Islander, and White, over the past 5 years, although two groups (Black, Pacific Islander) have not earned History AAT degrees in the past 2 years, so the History Department will make efforts to improve those numbers through the methods mentioned above. -- Another important trend to examine is the fact that females have consistently earned far fewer AAT degrees in History than males. -- Females are doing as well as males in completing History courses (with both at 74%), but from Summer 2022 to Spring 2023, females (1,221) have Not enrolled in our history classes at the same rate as males (1,632), which may help to explain, in part, the gender gap in the number of AAT degrees: -- only 20% to to 28% earned by females over the last 4 years: -- 28% in 2019-20; -- 20% in 2020-21; -- 23% in 2021-22; -- 28% in 2022-23. -- We have a specific program goal to increase the number of women, in all racial/ethnic groups, earning History AAT degrees.

Reflecting on Award Offerings

1. For each program leading to an award, identify any courses that have not been offered in the last two years. Briefly explain why the courses have not been offered. For courses that will not be offered, how does your program plan to update the program so that students can complete the requirements?

2. Based on a review of course offerings and the number of awards offered and conferred, is your department planning on removing any degrees or certificates from the college catalog? If so, please list those being removed and a short explanation as to why.

3. Does your department have any plans to offer new degrees or certificates? If so, please list and provide a short explanation as to why.

(1) All courses are currently being offered that students need for the AAT degree in History, and we have worked to ensure that students have several options for different elective courses offered during the year. -- For the U.S.-based history electives courses, these include Women's History and California History (housed in the SSH Division) and African American History (pre-1865 and post-1865) (housed in the IIS Division), each of which are offered once per year. -- For the International History electives (housed in the IIS Division and cross-listed with the History Department), the Chair of the History Department and the SSH Division Dean have asked the IIS Division to ensure that the 6 International History courses (both the early and modern versions of African History, Asian History, and Latin American History) are each offered at least once per year. -- In fact, in the past academic year, the history department chair initiated, and the dean supported, an effort to ask the IIS Division to begin teaching again the two Latin American history courses (Colonial and Modern), since they had not been offered in the past 4 or 5 years. -- This effort to re-offer these courses was based on student requests for the Latin American History courses to be taught again. -- (2) The History Department plans to keep its AAT degree in History. -- (3) The History Department does not plan to offer any other new degree or certificate at this time.

Staffing Trends

Faculty Workload

Faculty Workload
Social Sciences and Humanities - History-FD

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Full Time Load	4.0	2.9	1.3	1.0	1.0	-75%
Full Time %	42.6%	32.4%	16.3%	12.8%	14.1%	-67%
Overload	1.9	1.2	0.8	0.8	0.3	-84%
Overload %	20.2%	13.2%	10.0%	10.3%	4.2%	-79%
Part Time Load	3.5	4.8	5.9	6.0	5.8	66%
Part Time %	37.2%	54.4%	73.7%	76.9%	81.7%	120%
Total FTEF	9.4	8.8	8.0	7.8	7.1	-24%

What trends do you see in the last five years in regard to the Full Time %? (i.e., percentage of classes being taught by full time faculty, not including overload or summer)

☐   the data trend shows an increase in Full Time %

☑   the data trend shows a decrease in Full Time %

☐   the data trend shows no change in Full Time %

Staffing Needs

Provide a brief overview of your department's staffing needs. Personnel requests are to be submitted on a separate form.

1. What are full time faculty needs to ensure the program's health, growth or vitality?

2. What are classified staffing needs to ensure the program's health, growth or vitality?

3. What strategies does your program have in place to ensure students are being successful when faced with the current staffing ratios?

4. What strategies does your program have in place to retain new faculty, if applicable?

> (1) The FT hiring process for the History Department is currently taking place this academic year for a much needed 2nd FT faculty member in History, since we currently only have 1 FT faculty member. -- (2) N/A. -- (3) The History Department has discussed various strategies in the past to try to help ensure that students are successful, despite the current staffing ratios, and despite the fact that the SSH Division has the highest class size, 50 students per class, of any division in the college. We have argued in the past for a reduction in class size as an equity measure to try to help improve student success rates. -- (4) Strategies to retain new faculty would include a helpful and welcoming onboarding system, including introductions to campus resources and affinity groups. -- One particular resource which we have asked in the past to be improved is the district system of keys disbursement, to ensure that new faculty, both FT and PT, are receiving their keys on time, and before the start of the quarter in which they begin teaching. It is very alienating and discouraging to not receive keys on time and to not be able to access your own classroom(s), the division office, the photocopier room, the scantron room, the mailroom, and your own faculty FT office or PT office. Even when key requests have been placed in a timely manner by the division office, in the past there have been cases of keys not being disbursed to faculty members by the FHDA district for 4 to 6 weeks into the quarter in which the faculty members are teaching! So, this is a very important improvement, with regard to timely keys disbursement, that we would recommend at the district level.

Assessment Cycle
Student Learning Outcomes Assessment Cycle

Navigate to https://www.deanza.edu/slo/#post which will take you to an accordion listing of SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division"

1. Summarize the dialogue that has resulted from SLO and/ or PLO assessments.

2. What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?

3. How do these strategies align with the program's mission and goals.

> The History Department was very thorough in its previous 5-year cycle of Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLO) with full participation by all FT and PT faculty, and assessment of all courses in the history department, and with assistance from the current department chair (Carol Cini) who in the previous years during the prior SLO and PLO assessments was serving as the department co-chair for curriculum and who entered all SLO and PLO assessments into Tracdat, the system at the time. ----- Then, in March 2020, the huge disruption of the COVID-19 era occurred, and a great amount of work was required to shift all courses online for 3 years and prepare new curriculum in that effort. -- In addition, there were several FT retirements which occurred just before, and during, those years. That left only 1 (ONE) FT faculty member in a department with 12 to 15 PT faculty (depending on the quarter and year), and the need to focus on, together with the dean, the hiring (and evaluation) of 4 new PT faculty to cover courses, and for the 1 FT faculty member to take on the scheduling responsibilities of a department chair, and to cover the many other duties of a department chair. ----- And, currently, this academic year, we are engaged in the FT hiring process for the History Department. ----- Therefore, once we have concluded that time-intensive FT hiring process, and have, hopefully, a 2nd FT faculty member in the History Department, we will have more time and humanpower available to approach the additional SLO and PLO assessments process.

Dean/Manager Comments

> I have no other comments, I support the written narrative above.

STOP. Do not submit form. Please inform your dean/manager when the form is complete. They will submit the form when they have added their comments above.

This form is completed and ready for acceptance.