

## PROGRAM REVIEW 2008-2011

**Division:** Social Sciences and Humanities

**Department:** History

**Preparer(s):** Margaret Stevens/department chair in consultation with department members.

### I. Description and Mission of the Program

Which area(s) does this program considerably address (check all that apply):

Basic Skills     Transfer     Career/Technical     Other (describe)

A. Our department provides classes mostly for transfer students and G.E classes. We offer a wide range of interdisciplinary courses.

Over the past three years we have increased in all dimensions of growth in our Social Sciences and Humanities division, except for success.

	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>
WSCH	25, 975	25,865	27,948
Productivity	687	690	730
Retention	85%	83%	87%
Success	70%	70%	69%

#### I.B.

1. We have the highest productivity rate in our division and the largest WSCH as well. The closest to us in productivity is Anthropology, which is 694 and ours is 730. The closest in WSCH to us was Psychology as their WSCH for 2007-2008 was 22, 784, which is 18% lower than our department. We are the highest productive department in the highest productive division on campus.

2. We offer a wide variety of classes and formats to our students. We offer classes in large classes, in double and triple concurrent settings, in single classrooms and in the distance learning format, Friday only classes, a mixture of morning, afternoon and evening classes as well as an on-line class.

We offer a wide range of history classes from western civilization, U.S. history, World history, to California and California Studies. In addition, there are women's history and specialty classes offered through the California History Center. Following are our offerings:

- Western Civilization 4 classes (4A, 4B, 4C, & 4D)

- U.S. History 3 classes (17A, 17B, & 17C)
- California History and studies 2 classes (California History 10 and California Studies 2)
- World History 3 classes (3A, 3B, & 3C) linked with IIS
- Women's History 1 class (9) linked with women studies

We offer a wider variety of classes than any other department in our division.

3. We work closely with the California History Center and its Executive Director. We have a project in conjunction with the California History Center, the Oral History Project that is vital to all our modern classes that would not be possible without the help and assistance of the staff of the California History Center, including its Executive Director.

In addition, our students gain access to a university-level research library/archive in the California History Center and they have access to its state and regional history library/archive funded and staffed by the California History Center Foundation. History department classes (California History HIST 10, California Studies HIST 2, US History HIST 17C), as well as other Social Sciences and Humanities departmental classes and those from other divisions including ICS and Language Arts divisions use the library/archives for research projects including papers or assignments aimed at introducing students to primary source research work. A professional librarian/archivist and expert on local history personally assists the students and works directly with the instructors to design projects and assignments. The library/archive holds over 400 audio and video oral history interview recordings, over 10,000 photographic images, 2,000 volume book collection, a broad range of history journals, 2,000 student research papers, and a microfilm collection of local periodicals. We are one of the few community colleges to have such access to a university-level archive located on our campus. It is an invaluable resource for the History Department and De Anza students.

For fall quarter next year we will offer 52 sections of history and last quarter all sections of our history classes filled and were successfully taught.

Over the course of the last three years our total numbers of sections have increased, they were:

2005-2006	150
2006-2007	164
2007-2008	182

We have six full-time faculty (although one teaches only part of his load in our department) and several adjunct faculty. Full-time FTEF for 2007-2008 was 5.27. FTEF's have remained stable. The total combined in 2005 was 11.00 and in 2007-2008 was 11.02.

C. Our primary weakness seems to be our success rate which has declined slightly (by 1%) over the past three years, from 70 to 69. We have the lowest success rate in the division (for further discussion of this see II below).

Our success rate is even lower among specific groups. However the good news is since our last program review in 2004-2005, our success rate among some target groups has improved:

	<u>2004-2006</u>	<u>2007-2008</u>
• Native Americans	66	71
• Filipinos	60	59
• blacks	58	59
• Pacific Islanders	48	67

## II. Retention and Growth

A. <u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008:</u>
Enrolled number of students		
5,414	5,369	5,763
Retention rate		
85%	83%	87%

B. It would appear as our productivity goes up, and our retention grows, our success for the past year has declined at the same time. There are several possible explanations for this. One is, our department offers several classes as double and triple concurrent sections and these classes tend to have lower success rates. The success rates that do we have in them are because, in addition, to being taught by full-time faculty members, we also have the services of an Instructional Associate, a classified position, which allows essay exams to be given and to be graded in a timely manner. The services of the IA also allows for one to one student contact in these large class formats.

I have one piece of anecdotal evidence from this quarter to support our claim about the concurrent classes. I'm teaching a U.S 17B, which is a single class and a U.S 17C which is a double concurrent class and in the 17B the students are getting higher grades, twice the number of A's, B's and Cs than in the 17C class. Fewer students are failing in the 17B class as well. I teach the classes with the same format, same type of exams, same type of assignments, and we have the same study sessions and group work. But the 17B class gets more individualized attention from me and the class as a whole definitely asks many more questions. The difference I believe is in the size of the class.

In comparison to other transfer departments in our division, other departments appear to have the same problem with numbers of students in classrooms. The closest to history in productivity is Anthropology and our numbers are very similar. Anthropology has a success rate of 70% and a productivity rate of 694 so we seem to be similar. Psychology is next closest and is also similar in that they have a high productivity rate of 661 and a success rate of 70% as well. We all teach in the large class room formats as well with

double and triple concurrent classes. When I looked at all the departments in our division, there definitely was a connection to productivity and success rate, the higher the productivity rate, the lower was the success rate.

We also offer in the history department several distance learning classes, and the drop rate and W rate is high in these classes. These classes increase our offerings and access to a wide variety of students, yet, at the same time decrease our success rate. Since it takes a certain kind of student to do well in distance learning classes, a student who is a self-motivated learner, a student will fail in this format or get a W at higher rates than in our other classes. Faculty who teach these classes are aware of this format's weaknesses and would concur with my statements.

Targeted group success rates for the past three years have dropped in our department over all. The numbers are:

	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>
Blacks	54%	61%	57%
Filipino	60%	68%	57%
Hispanic	61%	58%	56%

C. We recommend that students have a minimum proficiency in English (English 1A) to take our classes. Because we require analytical writing and critical thinking in all our classes this definitely impacts students who stay in our classes and their success rate. Many students are not proficient in these skills; they often drop or do not pass. We are very concerned about this lack of success and have found ways to address this (see below in III.B).

### III. Student Equity

#### A. Targeted Students:

	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>
Blacks	54%	61%	57%
Filipino	60%	68%	57%
Hispanic	61%	58%	56%

#### Other Students

Native Americans	66%	74%	71%
Pac Islander	58%	57%	65%
Asian	75%	74%	74%
White	73%	71%	72%

B. As a department we are well aware we need to increase our success rate. We have struggled with it for the past several years. We have found several strategies that are of use to us in varying degrees. We currently use and have used:

- Early Alert intervention

- Adjunct Study Skills to help with under prepared students
- Tutorial Assistance through the Tutorial Center primarily
- Linked classes with ESL classes
- Oral history projects which makes history more relevant to students
- Enrichment Activities through the California History Center (more on that below)
- Conversation, Action, and Reflection projects every quarter
- Instructional Associate intervention and groups for large concurrent classes

CHC offers students from all divisions the opportunity to participate in special, educational events featuring visiting scholars, writers, activists, and artists. CHC works directly with faculty, various campus organizations including student clubs, Heritage Month Committees, other universities and colleges, and local community groups to bring special guests to the campus to speak on significant historical and social events and demonstrate their relevance to issues facing students today. An example would include the annual "Day of Remembrance" commemorating the World War II internment of Japanese Americans. This event was organized by the Executive Director of the Center. Many students attended this event this year and found it very illuminating. An additional example is the upcoming California Studies Association Conference focusing on Silicon Valley which will bring scholars and writers from all over the state for a conference without charge for De Anza students.

C. We will continue to work on our success rate. But the faculty in the history department feels as long as we are in the concurrent classes it will be more difficult for us without giving up our high productivity. There are other possible solutions but they involve funding of various types.

#### IV. **Budget Limitations**

We would like to hire an additional Instructional Associate. Our current associate can not be in all our large concurrent classes and we need him to help faculty in the very large triple classes. It is difficult to administer exams to such a large class with often more than 200 students, we need assistance to help monitor cheating, to deal with the logistics of handling such a large classroom during exams, and especially to assist faculty who have physical disabilities during these activities. If we had another associate for additional classes, it would definitely help our success rate. During any given quarter we often have as many as 400-500 students in concurrent classes. At universities and other colleges, professors have teaching assistants to help with the teaching, to meet in small groups, to allow for more personal interaction, to help with retention and success. If we had that kind of help with an associate or through in-class tutors (both would require funding) students would have more individualized attention. We believe it would help our success rate.

We'd also like to have more tutors and spend money on our students through assistance programs, such as Study Skills, Tutorial, and Early Alert.

V. **Additional Comments**

- We have outreach through our new department web sites that the division developed and completed just this year. Valuable information is now available on-line for all students.
- The division also holds on a regular basis Parents Night where students and parents can attend an evening on campus and meet with representatives of various departments.
- We have special relationships with other divisions through two methods. We have co-listed classes with IIS and women's studies. Students can choose to take world history, for example, as either an IIS class or a history class, which expands the number of students we can reach. Also, this saves the college money as only one instructor has to teach these classes and, yet, we reach more students and improve our delivery service.

Additionally, we have a U.S. history class that is usually linked every quarter with an ESL 5 class. This has been a very successful collaboration between the Language Arts division and Social Sciences and Humanities division. The classes have always been popular and have been one of our most successful afternoon classes.

In conclusion, the History department offers some of the most varied and wide-ranging classes on campus. We teach many students every quarter and we are one of the most productive departments that the college has. All department members work hard to achieve this, whether that is our classified staff member, or our adjunct or full-time faculty. Often, faculty will add students beyond their already heavy teaching load and we teach classes in a manner where students truly gain a world-class-education, by requiring essays, research work and critical thinking skills in our classrooms. We have additional enrichment through the California History Center and hopefully De Anza is as proud of this department as this department is productive.