

De Anza College

Program Review – Annual Update Form -- Fall 2025

1. **Department/Area Name:** --- History Department.
2. **Name of individual(s) completing the form:** -- Carol Cini, Dept. Chair, with other history faculty.
3. **Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).**

----- With regard to the alphabetical listing of categories, below: -- We have listed the letters that correspond to those in the RAPP feedback comments at the end of the RAPP feedback form, and also include comments in response to feedback in the boxed sections of the form.

B) Program Goals / Progress on Goals: -- In reply to the RAPP feedback comments which we received on November 14th, in reply to our Program Review Update of January 2025:

The History Department actually was pleased to see an increase in the number of AAT degrees in History in the past year, raised from 6 AAT degrees at the end of 2023-24 (by Spring 2024), to the higher number of 18 AAT degrees at the end of 2024-25 (by Spring 2025).

The department's AAT degree was only recently created in 2016. -- Since that time, over the past 9 years, the numbers of AAT degrees earned during each academic year has looked like this from 2016-17 to 2024-25: ----- 11, 9, 10, 21, 20, 21, 14, 6, 18.

With regard to the history department's goal (explored more under #5, below, in this Program Review Update): --- Since the history department's AAT degree was created in 2016, we have had multiple female degree earners from diverse racial and ethnic groups in every year, although not in the same numbers as male degree earners. -- Two years ago, in 2023-24, we

had an equal number of female and male degree earners, although our total number of degrees was only 6. -- Last year, in 2024-25, our number of AAT degrees increased to 18, but the percentage of female degree earners was only at about 22%, which is similar to a historical pattern of only about 20% to 25% of degree earners of the AAT in History being female.

In 2024-25, the history department had diverse female degree earners from Asian, Latina, and White backgrounds, per the categories listed in Precision Campus statistics in MyPortal. -- Out of 18 degree earners, total, only 3 were female, and 1 was an "unknown gender." -- Therefore, there were potentially 4 female degree earners out of 18 overall, or about 22%, or considering that there may have been only 3 female degree earners out of 18 overall, that would be 16%. --

The numbers with regard to the diverse racial and ethnic degree earners are the following: 1 Asian female, 1 Latina, and 1 White female.

Thank you to the anonymous RAPP committee member(s) for their **recognition of the issue that we originally pointed out in our Comprehensive Program Review in Fall 2023** with regard to the lower number of female students, overall, from diverse racial and ethnic categories, earning the AAT degree in History, and thank you for the understanding of the history department's **goal** and effort to increase those numbers.

We note that nationwide, history departments have had lower numbers of female degree earners in contrast to other humanities departments (based on reports by: the American Historical Association; and the American Academy of Arts and Sciences, on their "Humanities Indicators" website: Gender Distribution of Bachelor's Degrees in the Humanities, 1966- 2022).

Please see the Program Goals section in number #5, below, for the strategies that we plan to use to try to increase the number of women earning the AAT degree in History, including women from diverse racial and ethnic groups.

Another complicating factor for the History Department at De Anza College, in terms of the overall number of history degrees, is that due to the situation of our 3-quarter system (F/W/Sp) and articulation of transferable courses with 2-semester schools, we must require that students complete a full 3-quarter sequence of courses in U.S. History (HIST 17A-17B-17C) as well as a full 3-quarter sequence in either World History (HIST 3A-3B-3C) or Western Civilization (HIST 6A-6B-6C), in order for students to avoid any issues with transferring credits in the sequence, and to be well prepared for transfer (in contrast to semester schools, who may be able to allow students to take only half of a 2-semester sequence from different fields).

Therefore, this situation at De Anza College on the 3-quarter system means that students may need to earn more units (in history courses) in the History AAT degree than the number of units earned in comparable AAT degrees at our college for subjects that do not have 3-quarter sequences with similar articulation requirements. ----- In other words, 2 quarter-length courses in a history survey sequence would be required to articulate with 1 semester-length course in a history survey sequence; that is due to ensuring coverage of the time periods in a semester-length history survey course. -- In any case, this situation may help to explain the lower number of earners, overall, of History AAT degrees at our college on the 3-quarter system, due to the fact of sequences for history course surveys.

C) Reflections on Enrollment Trends:

Thank you for the compliments about the history department's enrollment data. -- We will note a concern here about fraudulent students, which are an ongoing problem and are still having an impact, as instructors try to determine -- through assignments not completed in the first week of class -- who are the fraudulent students who should be dropped, to make room for legitimate students who are trying to add classes at the college. -- This situation has added additional work in the first and second weeks of the quarter for our dedicated faculty who spend extra time to make

sure we can open up spaces for legitimate student trying to gain an education. -- In addition, the amount of fraudulent students who need to be dropped may be having an impact on enrollment in the department, as well as the college.

D) Exploring Success Rates:

In reply to RAPP committee member comments in this section: -- History faculty do refer students to counseling, tutoring, writing center workshops, and the CONNECT program when needed. Due to legislation such as AB 1705, we are unable to implement pre-requisites for history courses, although we do have an Advisory that students should have completed, or be taking, EWRT 1A, or ESL 5. We believe writing in history courses need to be done in connection to learning the course content and that therefore a non-credit co-requisite may not achieve the desired outcome. The History Department maintains its commitment to pursuing a reduction in class size from 50 to 40, which would allow more individual time and assistance to students with writing. We question why the SSH Division is the only division on campus which has a class size of 50. Perhaps Basic Aid status will help achieve class size reduction to benefit students.

E) Exploring Gaps in Successful Course Completion by Ethnicity:

With regard to the anonymous RAPP committee members' most recent feedback in this area, we will note the history department's dedication to inclusion and diversity in the curriculum as just one of the methods the history department employs to try to address any potential gaps in successful course completion by ethnicity. Other methods were also mentioned in our earlier statement, below, as part of our Comprehensive Program Review in Fall 2023.

And with regard to the RAPP committee members' note about the Comprehensive Program Review due in Fall 2023, we will note again that only 1 month was given for the completion of that extensive document. -- And we will also note again that the History Department provided more information in the Teaching and Learning Strategies section than any other instructional program, as we have read that section in all of the other program reviews for instructional programs to get a baseline for what was included by other departments. -- We believe that our answer provided good detail of efforts by our department, despite the short turnaround time of only 1 month for a Comprehensive Program Review, while we were also engaged in a very time-consuming full-time hiring committee process that Fall Quarter 2023, along with other responsibilities.

Below is our original statement in the Comprehensive Program Review of Fall 2023 in response to the question, "What teaching and learning strategies might be helpful in narrowing any gaps in successful course completion?":

The History Department included the detailed information, below (Fall 2023 Program Review):

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).

After we received feedback in Fall 2024 from the anonymous RAPP committee members asking for more details about "diversifying the curriculum," and in which the RAPP committee members also appeared to misunderstand some aspects of the history department's program, including which courses we teach and **the role of the international history courses in the AAT degree**: -- Then the History Department further explained those issues and provided more extensive details in the Program Review Update of January 2025, when we were given a longer and more sufficient turnaround time to respond.

We will also note that the anonymous RAPP committee members left off an extensive crucial part of the language which came after the phrase, "diversifying the curriculum," since in fact what the History Department stated -- in its Comprehensive Program Review of Fall 2023 -- was: -- **"diversifying the curriculum based on race, ethnicity, sex, gender, sexual orientation, economic class, national origin, and religious background."** -- We believe the History Department, as an instructional program, provided some of the most detailed mention of dedication to diversity areas, based on the program reviews for Fall 2023 on a college website.

In reply to RAPP's request that we provide additional details about diversifying the curriculum, the History Department did so in much detail, for the January 2025 Program Review Update, with at least 3 typed pages of examples, as we wanted to ensure that the history faculty's dedication to this area would be well understood by the RAPP committee members.

Since anonymous RAPP committee members have again asked for more details about diversifying the curriculum for this next Fall 2025 Program Review Update, **perhaps they missed that we did provide great amounts of detail -- 3 pages -- about developments in diversifying the curriculum, in which our history faculty have been engaged over the past several decades, and which are also continuing into the future:**

-- Therefore, we will include that section, below, again, which was previously included in our Program Review Update of January 2025.

And before we list that section again, we would also like to share:

Additional Information -- Provided in This Program Review of Fall 2025 (December 2025):

We provide even more additional details about ongoing efforts that are continuing into the future. in response to RAPP's question about:

--- how the department plans to apply its dedication to diversity "to future adaption or alterations of curriculum" in our department, and we note that our extensive 3-page list, further down, below, also applies to the future.

Future and Ongoing Curriculum Developments in the History Department:

The History Department has recently (in Fall 2025) become the home for 6 international history courses, which formerly were housed in the IIS Division (and were cross-listed with the History Department). Now the courses are housed in the SSH Division and within the History Department, and are no longer cross-listed, but from initial offerings through our department beginning in Fall Quarter 2025, the first courses offered have had very good enrollment being taught online, and enrollment also is doing well for courses to be offered in Winter Quarter 2026.

Below are the 6 international history courses below, which can fulfill an elective requirement in the History AAT degree, are transferable to UC and CSU history departments and for General Education, and are also used by students transferring to various related departments at four-year institutions, including U.C. Berkeley, based on multiple calls from students received by the history department chair. In addition, these courses contribute to the department's mission statement as well as the college's mission statement and institutional core competencies, related to global understanding:

International History Courses:

HIST 7A: --- Colonial Latin American History

HIST 7B: --- Modern Latin American History

HIST 16A: -- History of Africa to 1800

HIST 16B: -- History of Africa from 1800 to the Present

HIST 19A: -- History of Asian Civilization: China and Japan (to the 19th Century)

HIST 19B: -- History of Asian Civilization: China and Japan (19th - 21st Centuries)

The extensive work of creating syllabi and **ensuring diversity in the curriculum within each of those courses, above**, is a main project this year of the dedicated history faculty who have agreed to teach these courses. The history department chair has also met individually with each of the faculty to consult about these developments and to assist with any questions.

The history department chair will also be meeting with the college's Faculty Equity Coordinator to discuss the **new State of California Title V requirements for Course Outlines of Record** to ensure that **all** of our courses meet these requirements.

We also include the section, below, from our Program Review Update of January 2025, **underlining** specific examples of **diversifying the curriculum**, which may have been missed by the anonymous RAPP committee members earlier, and which also applies to the future:

From the History Department's Program Review Update of January 2025:

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.

F) Reflecting on Trends in Awards:

Thank you for the comments in this area. The history department spends an extensive amount of time on scheduling, including based on enrollment trends, and to ensure no overlap in days and times for our in-person courses, in an effort to maximize course availability to students, and therefore, enrollment as well. Yet, most of the history program currently remains online (due to developments during the Covid era). The online component of our course offerings does ensure that students have convenient access to all courses they need for the AAT degree in History. We follow our Guided Pathways map in ensuring availability and offering of all history courses.

Electives courses in history -- and in which upcoming quarters they will be offered -- are noted on our history department website, an initiative begun by the current department chair, and we plan to update this information with a special page for that purpose in the future.

We appreciate the new administration's annual scheduling initiative, so that we can then list an annual programmatic map of projected course offerings to further assist students in planning their course schedule, and with the hope that this may also lead to an increase in the number of AAT degrees earned in History by women and men from diverse racial and ethnic backgrounds.

H) Staffing Needs

The feedback from RAPP acknowledging the following is appreciated: -- With regard to new faculty having access to keys to their office and classrooms and the division office and mailroom, and having access to equipment, including a computer and phone: -- The RAPP feedback in this section noted: -- "It certainly does contribute to a sense of welcome and belonging to have all needed equipment on the first day of work."

In response to RAPP's question: -- "Given that department faculty cannot control the speed at which keys are distributed, what direct efforts/strategies does the program have in place to retain new faculty?":

The History Department did mention in its previous Program Review Update of January 2025 that, "Strategies to retain new faculty would include a helpful and welcoming onboarding system, including introductions to campus resources and affinity groups."

In addition, we note in this Program Review Update of December 2025 that the History Department offers consistent and convenient contact options to support new faculty and help with any orientation or onboarding needs. These efforts include the history department chair reaching out and offering to contact any needed offices on behalf of information or equipment or other resources that may be needed by new faculty, whether full-time or part-time.

Retaining new faculty begins with ensuring that they have basic infrastructure needs met, including the items mentioned earlier, above, which we believe is also a college and district obligation. And at the departmental level we work to ensure that outreach is provided to help with any questions about those matters, as well as college policies, curriculum, how to contact the FA union and various affinity groups, notification about workshops that may be helpful for

professional development, and of course, how to obtain an employee i.d. card which will also make using the photocopier/printer easier, including for distribution of student exams.

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

Below is a summary of several new initiatives in which the History Department has engaged:

-- Common Course Numbering System: -- Completed 2 extensive ASCCC surveys for several history courses and engaged in efforts with history faculty at other CC's, to ensure that written assessments, required for transfer/articulation, are included in new state-level course outlines.

-- Annual Scheduling - New Process: -- Developed an annual schedule draft for 2026-27, as part of this new college-wide initiative, after consultation with history department faculty.

-- Adult Education Partnership: -- Participated in discussions about this new partnership between the history department and the local Fremont Union High School District for the offering of a U.S. History class to be taught by one of our history faculty for adult education and also to be co-offered for our community college students.

-- Part-Time Faculty Hiring for In-Person Classes: -- Assisted with hiring, onboarding, mentoring, and evaluation of new part-time faculty to teach in-person classes (and online classes).

-- History and Civic Engagement Club: -- Our new full-time faculty hire has overseen the creation of this new student club and serves as its faculty advisor. The club has already hosted talks by 2 state assemblymembers.

-- International History Classes: -- The move, beginning in Fall 2025, of these 6 international history classes from the IIS Division to the SSH Division, to be housed now within the History Department, has been overseen by the history department chair, ensuring the offering of these important courses on behalf of our students, and working with the multiple history faculty who will now be teaching these courses. For more information, please see Section E, under the subheading, "Future and Ongoing Curriculum Developments in the History Department."

-- Open Educational Resources (OER): -- Our new full-time faculty hire has participated in the development of an OER textbook for World History courses.

5. Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).

The History Department actually was pleased to see an increase in the number of AAT degrees in History in the past year, raised from 6 AAT degrees at the end of 2023-24 (by Spring 2024), to the higher number of 18 AAT degrees at the end of 2024-25 (by Spring 2025).

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Thank you to the anonymous RAPP committee member(s) for their **recognition of the issue that we originally pointed out in our Comprehensive Program Review in Fall 2023** with regard to the lower number of female students, overall (from diverse racial and ethnic categories), earning the AAT degree in History, and thank you for the understanding of the history department's **goal** and effort to increase those numbers.

We note that nationwide, history departments have had lower numbers of female degree earners in contrast to other humanities departments (based on studies by: the American Historical Association; and the American Academy of Arts and Sciences in their Humanities Indicators website: Gender Distribution of Bachelor's Degrees in the Humanities, 1966- 2022).

Please see the chart, below, for the strategies that we plan to use to try to increase the number of women earning the AAT degree in History, including women from diverse racial and ethnic groups:

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence have you used to monitor progress?	How have you assessed your goal?	What changes have been made based on the assessment?

AAT HIST Gender -----	Increase number of female students -- from diverse racial & ethnic backgrounds -- earning the AAT in History by 2% each year over 4 years (2023 to 2027)	History Department Faculty	Counseling Department -- to provide information to them about AAT in History to share with students. Communication Office -- re: creating a Brochure about the AAT in History with diverse visuals of women & men from diverse racial and ethnic backgrounds.	Statistics in Precision Campus in MyPortal	By using statistics in Precision Campus in MyPortal	Further discussion in history dept re: ads for AAT degree in History. -- # degrees earned by end of Sp25 increased from 6 to 18. Gender disparity still remains, but goal to address this only started in Fall 2023.

6. If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence will you use to monitor progress?	How will you assess achievement of the goal?
N / A					

7. Describe the impact to date of previously requested resources (personnel and instructional equipment, facilities/upgrades) including both requests that were approved and were not approved. For example, what impact have these resources had on your

program/department/office and measures of student success or client satisfaction and what have you been able to and unable to accomplish due to resource requests that were approved or not approved?

A) As mentioned previously, 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 has already helped with strategies to try to further increase the number of students earning the AAT in History degree. Since it has only been one year 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 #8, below.

B) The additional funding received last year for textbooks in the college's library reserves has allowed more students to check out 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.

8. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve 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. The new instructor has developed OER materials to benefit students.

B) With regard to additional 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.

9. Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website (<https://www.deanza.edu/slo/>). 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)	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. SLO #2: -- Identify, critically evaluate, and interpret twentieth-century U.S. history using primary source documents to construct historical analysis.
Method of Assessment of Learning Outcome (please elaborate)	F25 (HIST 17C-50Z) -- Discussion Post, and Reply Post, for Discussion #3, in which students make an argument about the extent to which the 1930s New Deal assisted all groups in economic need, or not, or only partially, during the Great Depression in the U.S. -- (This is an online class.) --- The assignment asks students to use both a primary source historical document (Interview with Jose Flores, a Mexican American Farmworker), as well as other primary historical documents, and the secondary source textbook, <i>The American Promise</i> , to answer questions and cite page numbers from each, to develop their understanding of this time period in U.S. history and to develop their argument, and evidence to support it, for the assessment question, above. -- 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 (35 out of 39) (89.7%) passed this assessment. For those 4 who did not pass: 2 were close to passing, 2 just did not pass. Some students who did not complete the assignment were probably fraudulent students, and should not skew college statistics.
Reflection on Results	Overall, students wrote good Discussion posts, 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, and Spring 2025, and now with the new Annual Scheduling Process and the Program Review Update due in Fall 2025, we are planning to begin our new SLO assessment cycle this year in Fall 2025, Winter 2026, and Spring 2026. -- The plan of possible enhancements -- including for the assessment above -- will consist of additional information provided in Canvas in lecture notes and instructions for the Discussion post #3, above, to further prepare students with more help in developing and making an argument and supporting it with evidence. - - We also plan to implement more information via email and in Canvas about tutoring and study skills workshops. -- We will also advocate for smaller class sizes so that we can provide more individual time to students.

Please email this form to your dean/manager.

1. Dean Manager Comments:

The History Department demonstrates strong potential for growth and innovation through strategic partnerships and faculty leadership. During the current academic year, one of the

department's part-time faculty members has been working closely with Fremont High School Adult School to offer History 17C, creating an important bridge between adult education and community college pathways. This collaboration supports access, enrollment development, and outreach to non-traditional and returning students, while also strengthening the department's visibility and relevance within the broader community. With continued support, this partnership has the potential to be expanded and serve as a model for future dual-enrollment or community-based offerings.

In addition, the department benefits from meaningful faculty engagement with campus-adjacent resources. One of the department's full-time faculty members, Dr. Lindsay Bell, has been approved to serve as a Board Member of the California History Center. This role presents a valuable opportunity to deepen collaboration between the History Department and the Center, particularly in areas related to local and regional history, public history programming, student engagement, and experiential learning opportunities. Building on past collaborations, the department is well positioned to re-activate and strengthen connections with the California History Center through lectures, exhibits, research projects, internships, and community-facing events.

Collectively, these efforts reflect the department's capacity to leverage partnerships and faculty leadership to enhance curriculum, increase community engagement, and support student success. With intentional planning and coordination, these initiatives can further elevate the History Department's role within the division and the college as a whole.

2. Vice President/Associate Vice President Comments:

The History Department continues to demonstrate strong instructional quality, academic rigor, and sustained commitment to student success and transfer. The significant increase in History AA-T degree completions from 6 to 18 in one year reflects effective scheduling, advising, and pathway alignment. The department's leadership in Common Course Numbering, annual scheduling, OER development, and adult education partnerships highlights its responsiveness to statewide priorities and community needs. Faculty engagement in civic learning, global history, and public history initiatives strengthens student connection to democratic participation and global understanding.