

**History Department**  
**Evergreen Valley College**  
**Program Review**  
**1 December 2017**  
**Revised 8 March 2018**

**I. General Information**

Department/Program Name: History (part of SSHAPE Division)

Last Review: 2010

Current Year: 2017

Preparer's Names: David Hendricks, Elizabeth Nava, Eric Narveson

Area Dean: Sean Abel

**Evergreen Valley College's Mission:**

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens.

**Evergreen Valley College Strategic Initiatives:**

1. Student-Centered: We provide access to quality and efficient programs and services to ensure student success. Areas of focus are:
  - a. Access: Develop a balanced schedule of course offerings to better meet the need of students.
  - b. Curriculum and programs: Establish quality curriculum and programs to support student achievement of educational goals.
  - c. Services: Tailor services for a diverse student population to prepare and enable them to succeed academically and become global citizens.
2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions. Areas of focus are:
  - a. Increase visibility
  - b. Develop strategic partnerships
  - c. Building campus community

3. Organizational Transformation: We create a trusting environment where everyone is valued and empowered. Areas of focus are:
  - a. Student Access: Completion of educational goals
  - b. Employee development
  - c. Transparent Infrastructure

## **II. Overview of The History Department**

1. The study of history as an academic discipline is serious and systematic. Historians analyze the events and processes of the past, both to gain more understanding of human nature, in any place and at any time, and to explain the distinctive dynamics of particular societies, usually in regional and chronological contexts. Moreover, we see historical study as a fundamental contribution to liberal, humanistic education and the development of critical intelligence. Hence our history courses are intended to strengthen critical skills students will use in any field of study and/or profession. In addition, studying the past will prepare students to better discharge the responsibilities of citizenship. Most careers in history require education beyond the associate degree and some require a graduate degree. The most common career options for students with history preparation include: archivist, businessperson, diplomatic corps, government analyst, historian, journalist, lawyer, librarian, museum curator, park historian, professor, teacher and writer.
2. The History Department at Evergreen Valley College provides an associate in arts for transfer degree, fulfilling the lower division requirements for a bachelor's degree in history at any California State University, as well as being designed to meet the requirements of a bachelor's degree in history at the University of California, as well as several local private universities, such as Santa Clara University, University of San Francisco and Mills College. Universally, the Bachelor's Degree in History consists of survey courses at the lower division providing the student in the major with a foundational knowledge base in centered on region and time period. Our department does just that, providing survey courses in U.S. History and European History primarily. The upper division experience in the History Bachelor's Degree consists of research and writing methodology, historiography, and more focused and intense topical courses in narrative and seminar forms, sometimes culminating in a capstone project or senior thesis.

3. In addition to providing preparation for history majors, the department also provides general education coursework for transfer. Within the California State University General Education Breadth Requirements, the department fulfills 6 of 9 units in Area D: Social Sciences, as well as all of Option 1, and half of Option 2 of the US History, Constitution, and American Ideals Graduation Requirement. Within the Intersegmental General Education Transfer Curriculum (IGETC), the department fulfills the requirements of Area 3B: Humanities, as well as 6 of 9 units in Area 4: Social and Behavioral Science.
  
4. The History Department produces a high percentage of Honors Students. Of all the Honors Contracts completed from Fall 2014-Fall 2016, 23.9% of them were in the History Department.
  - a. Fall 2014      25%
  - b. Spring 2015   21.5%
  - c. Fall 2015      18.6%
  - d. Spring 2016   33%
  - e. Fall 2016      21.4%
  
5. Recent Accomplishments that contribute to the College's success include:
  - a. Beginning in Fall 2017, we offer monthly "Movie with an Historian" events. We use historically-based films to discuss past and modern events and issues.
  - b. The Department hosts the annual Constitution Day responsibility and event on the college campus during September, to keep the campus in compliance with federal law, thus contributing the college's success in receiving federal funds.
  - c. We continue to increase the options for the American Institutions general education requirement by offering and state-certifying new and existing courses in our catalog.
  - d. We consistently work with the J.E.W.L. Oral History Center housed on the campus, by sending students to the center for research and sending classes to participate in their seminars.
  
6. History Department Three-Year Plan
  - a. Develop an Asian-American History course.
  - b. Develop a Music History course.
  - c. Modify History 045 to conform with state regulations with the intention of making it an option to History 17B.
  - d. The Department needs to promote a full-time hire to replace Professor Nava's impending retirement.

### **III. Program Effectiveness and Student Success**

1. Aligned with EVC Strategic Initiatives

- a. Student-Centered: The History Department provides access to quality and efficient programs and services to ensure student success.
    - 1) Faculty members act as student club advisors.
    - 2) Of the two faculty members who have spoken as featured speakers at EVC Commencement, both have been History faculty.
    - 3) The Director of the Honors Program is a History faculty member.
  
  - b. Community Engagement: The History Department creates a trusting environment where all students are valued and empowered.
    - 1) Faculty members attend conferences and speak at local history events in the community.
    - 2) The History Department is increasing its course offerings and broadening its scope to appeal to a broader student community and interest.
  
  - c. Organizational Transformation: The History Department is transforming the college image and enhances partnerships with community and educational institutions.
    - 4) The History AA-T Degree, along with its courses, attracts a diverse group of students from all sorts of backgrounds.
    - 5) The graduation rate of History majors has increased annually, and the EVC History department provides the single most amount of transfer students the San Jose State University History Department from any California Community College.
2. Section count/Course count:  
From Spring 2012 through Fall 2015, the number of sections offered has steadily dropped from 36 to 33, with a low of 26 in Spring 2015. The number of courses offered has dropped from 9 to 7, with a low in Fall 2014.

## Overview and Definitions

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This report document provides information for any program or campus. To tailor the report to your needs, please follow these steps:

If you would like to view data for a particular program:

1. Choose which subjects to include using the Input Controls panel on the left. You can select any number of subjects to be included in the document. This filter will apply to all tabs.
2. Choose the location with the drop-down filter at the top of the document. This filter will have to be selected on each tab (report).
3. If you would like to see different terms than those listed in the report, click the Refresh icon to refresh the report data and choose enrollment terms. This filter will apply to all tabs.

If you would like to view data for an entire campus:

1. Choose "All Subjects" using the Input Controls panel on the left.
2. Choose the campus location with the drop-down filter at the top of the document. This filter will have to be selected on each tab (report).
3. If you would like to see different terms than those listed in the report, click the Refresh icon to refresh the report data and choose enrollment terms. This filter will apply to all tabs.

Definitions:

- Headcount = a count of distinct student IDs with active term statuses (R, P, S, or T), and active enrollment statuses (A or N) as of the census date.\*
- Seat Count = a count of active enrollment statuses as of the census date. Students will be double counted in a term when they are enrolled in more than one course section.\*
- Total Enrolled = a count of all verified grades, as of 10 days after the end of term.
- Capacity Percentage @ Census (CAP) = Seat Count / Section Capacity for all sections in a term.\*
- Completion Rate = Completion Total (sum of A, B, C, CR, D, F, I, NC, NP, P, RD grades) / Total Enrolled (sum of A, B, C, CR, D, F, I, NC, NP, P, RD, W grades), as of 10 days after term.
- Success Rate = Success Total (sum of A, B, C, CR, IA, IB, IC, IPP, P grades) / Total Grades For Success (sum of A, B, C, CR, D, F, I, NC, NP, P, W grades), as of 10 days after term.
- Persistence Headcount = count of distinct Student IDs with active term and enrollment statuses at Census in the following SP or FA term.\*
- Persistence Rate = Persistence Headcount / Headcount\*
- Weekly Student Contact Hours (WSCH) = Seat Count \* Weekly Contact Hours (WCH), with WCH defined as follows: for Weekly Census courses, Weekly Contact Hours. For Daily Census courses, contact hours \* number of meetings per week. For Work Experience courses, # credits. For Positive Attendance courses, total hours per semester/ number of weeks in semester (varies by course).\*
- Full Time Equivalent Students (FTES) = WSCH \* number of weeks / 525\*
- FTEF = sum of section loads (as a percentage of full-time, which is 15 weekly contact hours)\*
- Productivity = WSCH / FTEF\*
- Student Faculty Ratio = FTES / FTEF\*

\* Positive Attendance courses, Police Academy courses, and their enrollments are not included in these measures.

**Data as of COB: 9/11/2016**

### Current Input Control and filter selections:

<b>Subject</b>	HIST
<b>Subject Desc</b>	History

<b>Location</b>	Evergreen College
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<b>Term</b>	2012SP;2012FA;2013SP;2013FA;2014SP;2014FA;2015SP;2015FA
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### Number of Sections and Courses for selected subjects, by term

Enrollment Term	Subject	Number of Active Sections	Number of Courses
2012SP	HIST	35	9
<b>2012SP</b>	<b>Total:</b>	<b>35</b>	<b>9</b>

Enrollment Term	Subject	Number of Active Sections	Number of Courses
2012FA	HIST	29	9
<b>2012FA</b>	<b>Total:</b>	<b>29</b>	<b>9</b>

Enrollment Term	Subject	Number of Active Sections	Number of Courses
2013SP	HIST	36	9
<b>2013SP</b>	<b>Total:</b>	<b>36</b>	<b>9</b>

Enrollment Term	Subject	Number of Active Sections	Number of Courses
2013FA	HIST	31	7
<b>2013FA</b>	<b>Total:</b>	<b>31</b>	<b>7</b>

Enrollment Term	Subject	Number of Active Sections	Number of Courses
2014SP	HIST	32	7
<b>2014SP</b>	<b>Total:</b>	<b>32</b>	<b>7</b>

Enrollment Term	Subject	Number of Active Sections	Number of Courses
2014FA	HIST	28	6
<b>2014FA</b>	<b>Total:</b>	<b>28</b>	<b>6</b>

Enrollment Term	Subject	Number of Active Sections	Number of Courses
2015SP	HIST	26	7
<b>2015SP</b>	<b>Total:</b>	<b>26</b>	<b>7</b>

Enrollment Term	Subject	Number of Active Sections	Number of Courses
2015FA	HIST	33	7
<b>2015FA</b>	<b>Total:</b>	<b>33</b>	<b>7</b>
	<b>Total:</b>	<b>250</b>	<b>12</b>

### 3. Program Set Standard:

The History Department's Five-Year Average Success Rate is 67.44%. The State Average for all Community College History Departments is 63.13%. Our conclusion is that we are doing well above the state average, and that our Program Set Standard of 60% is derived from 90% of 67.44%. If our five-year success rate falls below 60%, then we must investigate and determine what kind of intervention we can do as department to achieve at least our 60% minimum.

Professor Narveson took a poll for the last year regarding the order in which students take two sequence classes: History 17A & 17B, History 10 & 10B and History 1 & Political Science 1.

His findings were that History 10A & 10B students tended to take the courses in order by a 3 to 1 margin. Students of History 1 & Political Science 1 take either one first in almost even numbers. Students of History 17A & 17B take either one in almost even numbers as well.

The conclusion is that the History 1, 17A and 17B courses should continue to be offered every semester, and not be limited to a sequence.

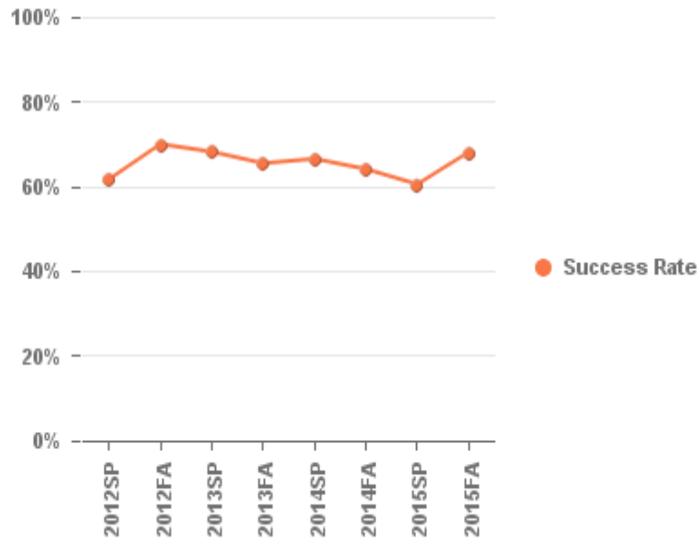
### 4. Student Demographics:

Student demographics follow the same numbers, no matter which way it is broken down, as the overall college numbers. This can be attributed to the fact that the History Department offers general education courses, specifically for Area D and the American Institutions Requirement applicable to CSU GE or IGETC, and therefore nearly all of the college's student population will take a history course.

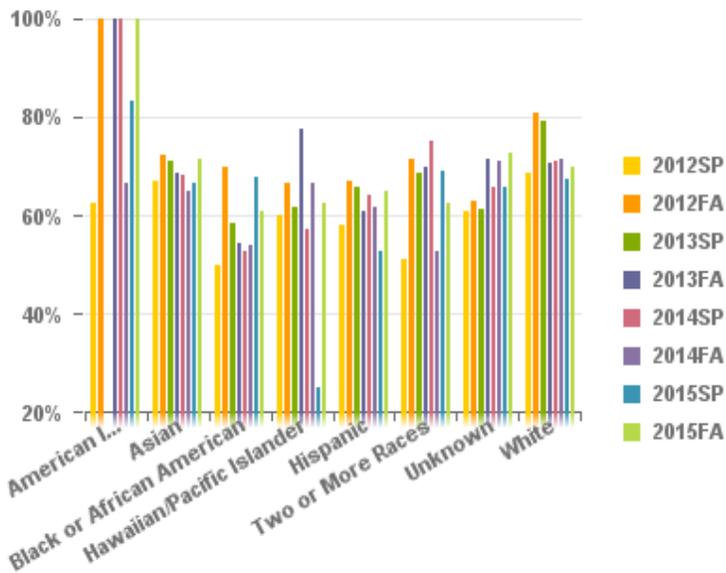
Success rates of African-American and Hispanic students are address by tutoring and early alert. We approve and groom student tutors (who are honor students and/or history majors) to assist students. The faculty participate in the Early Alert Program to identify students in need of help. The Enlace Program regularly sends their students to Professor Regua, while The Aspire Program sends

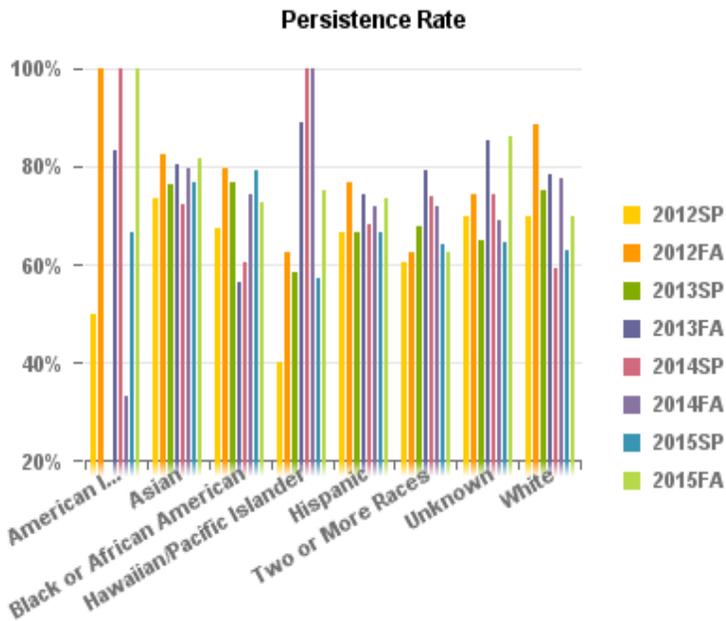
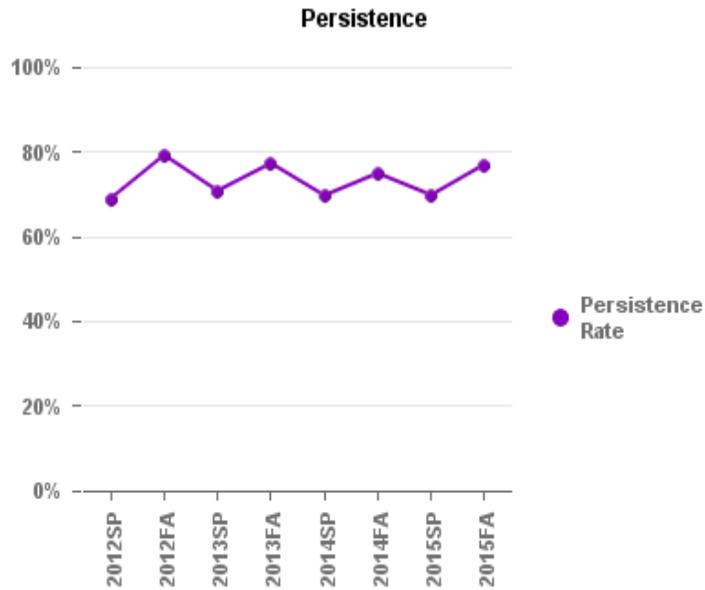


**Course Success**



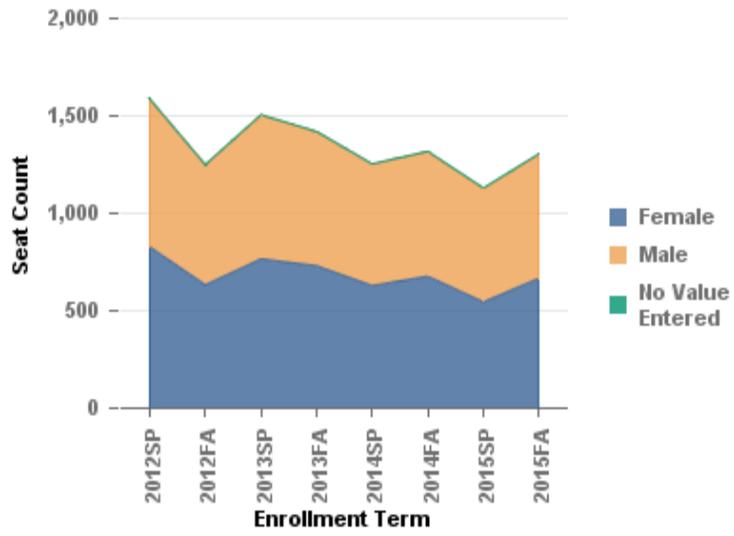
**Course Success Rate**



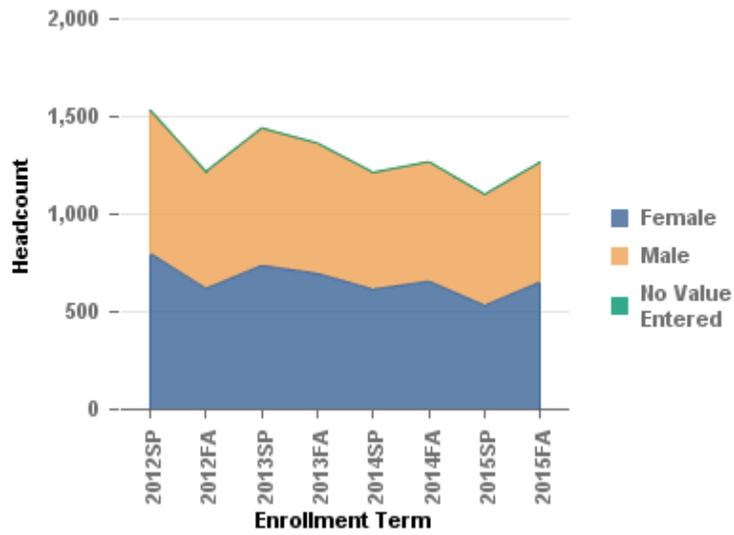


Ethnic Classifications: The self-identified ethnic classifications used by the District for statistical evaluations include: American Indian, Asian, Hawaiian/Pacific Islander, Hispanic, Two or More Races, Unknown, Black or African American, and White. The Department suggests using “White or European American” instead of “White” as a choice for student self-identification in the interests of consistency. Also, “Two or More Races” is problematic, as the other choices may not be seen as races by the student, but rather, ethnicities.

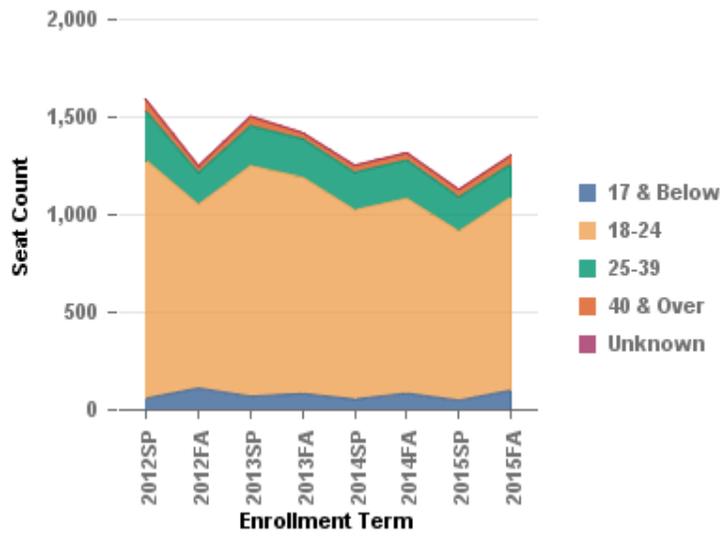
**Seat Count by Gender**



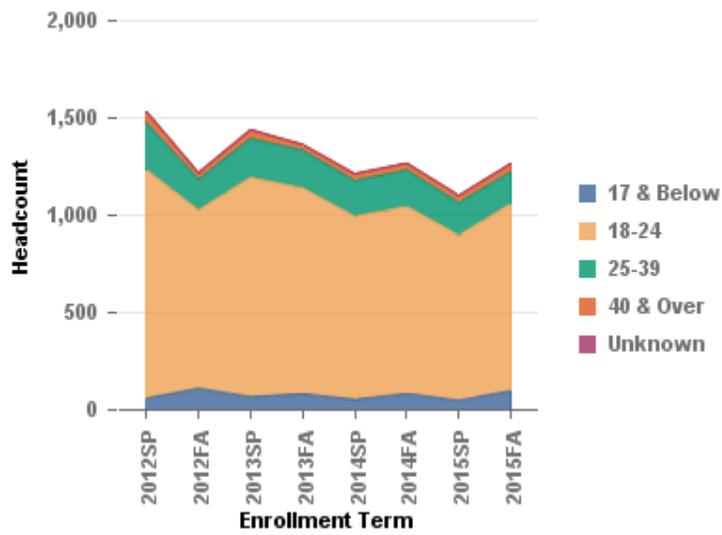
**Headcount by Gender**

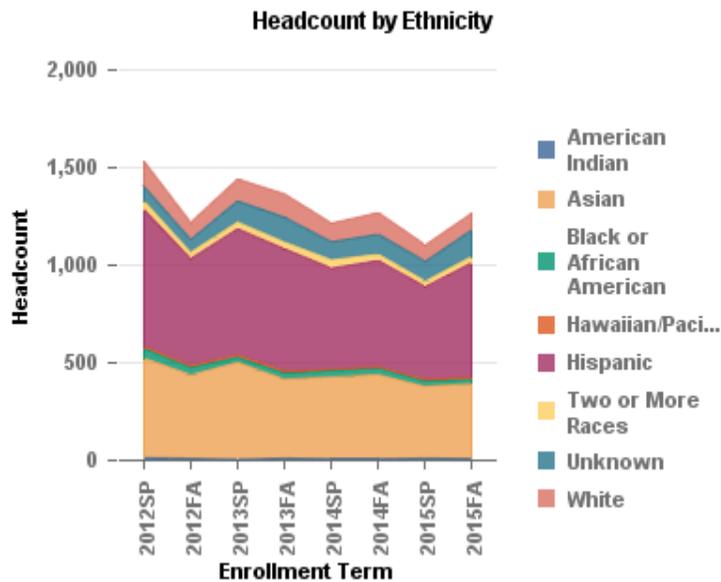
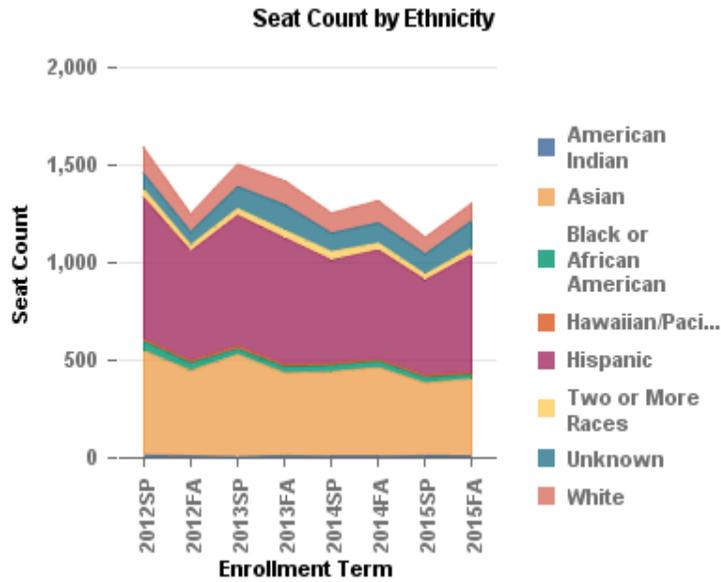


### Seat Count by Age



### Headcount by Age





5. Enrollment Patterns:

Completion Rate is defined as a student receiving a grade of A, B, C, D, F, or I within the parameters of this department's grading choices as reflected by its curriculum.

The following completion rate is as follows:

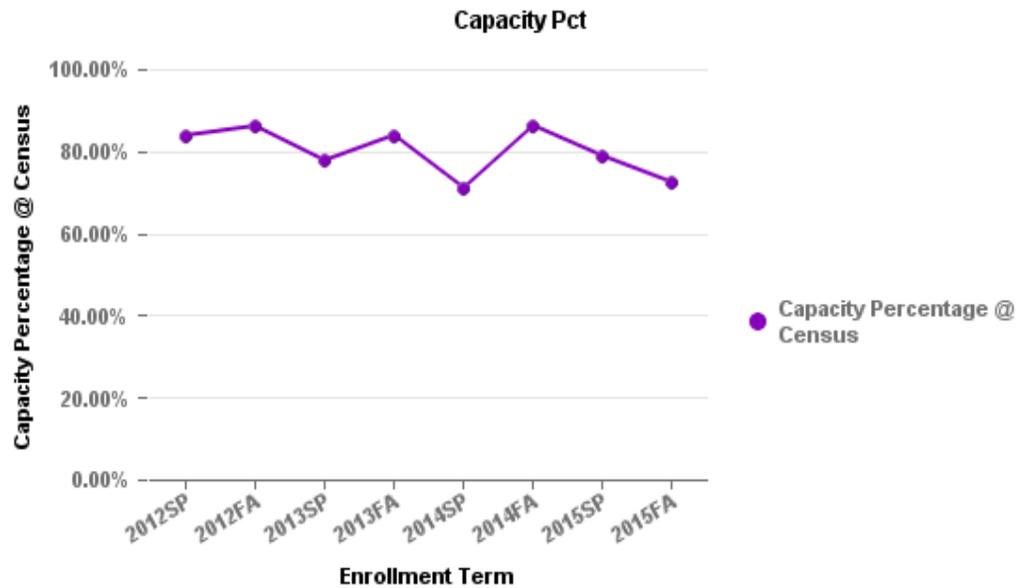
Spring 12	82.93%
Fall 12	82.74%
Spring 13	83.31%
Fall 13	82.64%

Spring 14	82.25%
Fall 14	81.08%
Spring 15	78.51%
Fall 15	82.08%

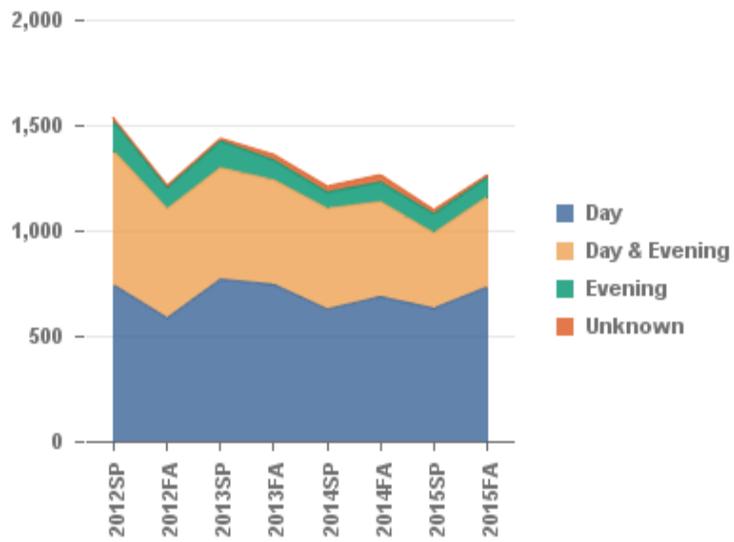
Four-Year Average of: 81.94%

This states that about 82% of all students collectively enrolled in all History classes complete the class with an earned grade. That means that 18% of the students drop out of the classes with a W or FW. This can be explained in that no history course has a prerequisite, and only a RW 3 advisory. The faculty members consistently teach the course with the presumption that the students are eligible for English 1A.

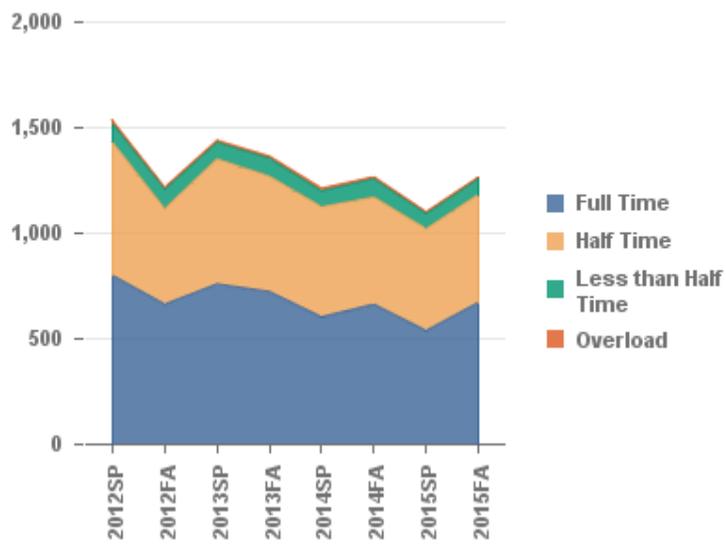
Success Rate is defined as a student receiving a grade of A, B, C, or I within the parameters of the department's grading choices as reflected by its curriculum.

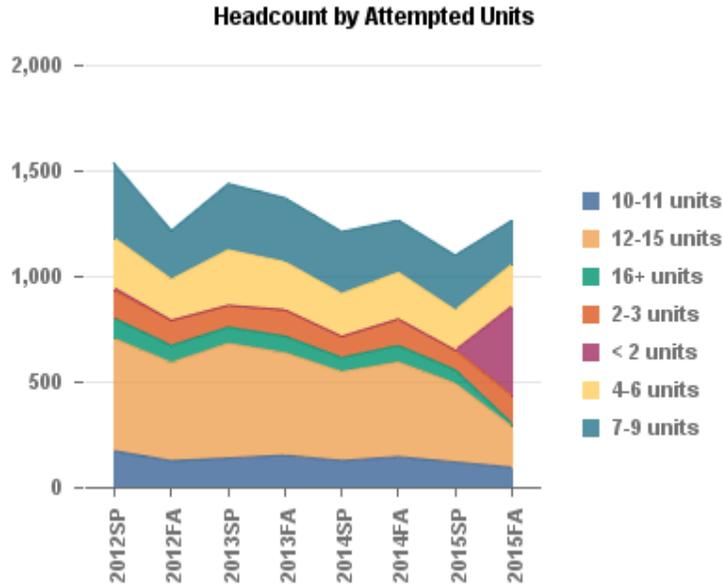


**Headcount by Day or Evening Student**



**Headcount by Academic Load**



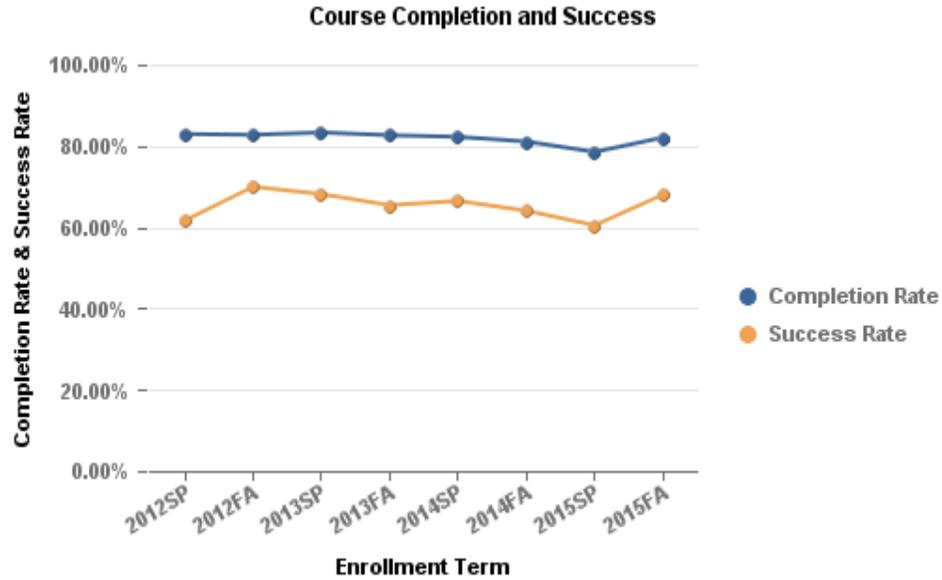


The following success rate is as follows:

Spring 12:	61.65%
Fall 12:	69.96%
Spring 13:	68.15%
Fall 13:	65.43%
Spring 14:	66.48%
Fall 14:	64.06%
Spring 15:	60.48%
Fall 15:	68.07%

Four-Year Average of 65.54%

This states that 65.5% of the students that collectively enroll in History classes complete with a passing grade. That means that 34.5% of the students do not pass the class. This can be explained in that no history course has a prerequisite, and only a RW 3 advisory. The faculty members consistently teach the course with the presumption that the students are eligible for English 1A.



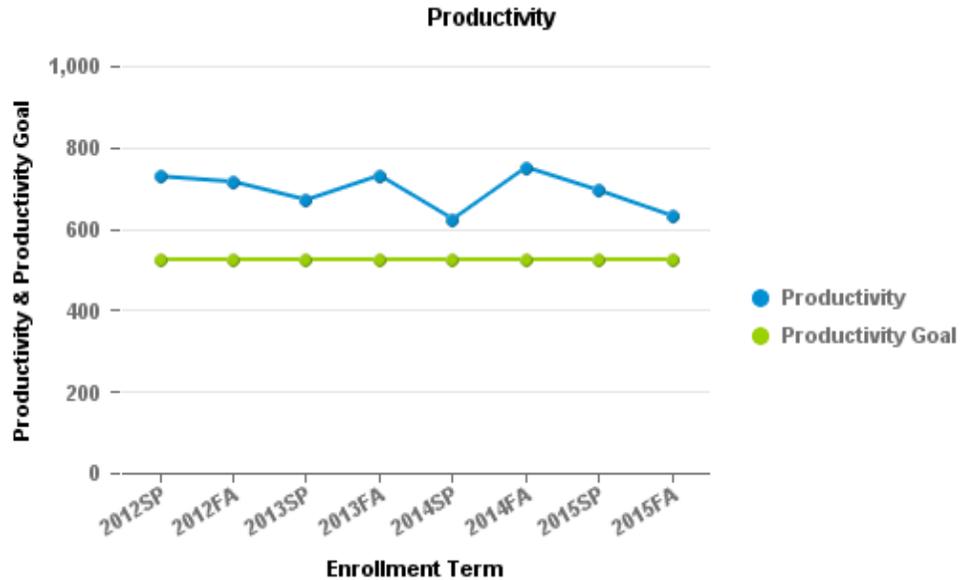
6. Program Productivity:

The Department's productivity rate (WSCH/FTEF) is as follows:

Spring 12:	728.84
Fall 12:	715.43
Spring 13:	671.15
Fall 13:	731.07
Spring 14:	623.86
Fall 14:	751.16
Spring 15:	693.94
Fall 15:	631.58

Four-Year Average of: 693.38

With 525 as the goal of a productive course, the Department consistently surpasses the minimum productivity level, and should be considered a highly productive program on the campus, and not judged through the lens of enrollment management by cutting low enrolled sections, when the department average is well beyond 525.



#### IV. Curriculum

##### 1. Courses:

##### **History 001: Survey of American History**

This course is a one-semester survey of United States History covering at least one hundred years' of time (professor's choice). This course is intended to be taken along with Political Science 001 (American Government) as Option 2 of the US History, Constitution, and American Ideals Graduation Requirement of the CSU General Education Pattern. This course was updated in 2015.

##### **History 003A: World History to 1500**

This course is a part of a two-semester survey of World History. History 3A covers the beginnings to 1500 CE. It can be approached in a chronological or geographic method. This course is listed as History 150 in the C-ID network, making it fully articulated to all other Community Colleges in California, as well as the California State University System. This course was updated in 2013.

##### **History 003B: World History from 1500**

This course is part of a two-semester survey of World History. History 3B begins at 1500 CE, at the point when European Civilization begins to link the various world civilizations together, and takes the story to the present. It can be approached in a chronological or geographic method. This course is listed as History 160 in the C-ID network, making it fully articulated to all other Community Colleges in California, as well as the California State University System. This course was updated in 2015.

**History 010A: Development of Western Culture**

This course is part of a two-semester survey of European Civilization. History 10A begins at 3000 BCE, and takes the story to 1600 CE. This course is listed as History 170 in the C-ID network, making it fully articulated to all Community Colleges in California, as well as the California State University System. This course was updated in 2015.

**History 010B: Development of Western Culture**

This course is part of a two-semester survey of European Civilization. History 10B begins at 1600 CE, and takes the story to the present. This course is listed as History 180 in the C-ID network, making it fully articulated to all Community Colleges in California, as well as the California State University System. This course was updated in 2015.

**History 012: East Asian History**

This course is a history of China, Japan and Korea from their beginnings to the present. The course has never been offered.

**History 014: Women in American History**

This course is a history of the United States from the perspective of women, and their contributions to, and struggles within, the American story. This course was updated in 2015.

**History 015: South Asian History Since 1947**

This course is a history of South Asia since 1947, specifically focusing on India, Pakistan, Bangladesh and Sri Lanka. The course has never been offered.

**History 017A: History of the United States**

This course is part of a two-semester survey of United States History. It begins with the origins United States History, including European, African and Native American roots, and takes the story to 1877, the conclusion of Reconstruction. This course is listed as History 130 in the C-ID network, making it fully articulated to all Community Colleges in California, as well as the California State University System. History 17A is intended to be taken along with History 17B to fulfill Option 1 of the US History, Constitution, and American Ideals Graduation Requirement of the California State University General Education Pattern. This course was updated in 2015.

**History 017B: History of the United States**

This course is part of a two-semester survey of United States History. It begins with the conclusion of Reconstruction in 1877, and takes the story to the

present. This course is listed as History 140 in the C-ID network, making it fully articulated to all Community Colleges in California, as well as the California State University System. History 17B is intended to be taken along with History 17A to fulfill Option 1 of the US History, Constitution, and American Ideals Graduation Requirement of the California State University General Education Pattern. This course was updated in 2015.

**History 021: African American History**

This course is a history of United States from the perspective of the African-American, and their contributions to, and struggles within, the American story. This course was updated in 2015.

**History 022: Mexican American History**

This course is a history of the United States from the perspective of the Mexican-American, and their contributions to, and struggles within, the American story. This course was updated in 2015.

**History 040: United States Military History**

This course is a survey of the military history of the United States from the Revolutionary War to the present. The emphasis is on an analysis of the wars that the United States has participated in, a study of military doctrine, the laws of war, and strategic theory, as well as the role of the military in American society in general. This course was updated in 2015.

**History 045: Post-1945 America**

This course is a survey of United States History since 1945. It will soon be approved as an alternative to History 17B to fulfill the American Institutions requirement. This course was updated in 2015.

**History 099: History Fundamentals**

This course is a preparation course for the upper division History 100W writing course at San Jose State University. It was developed here as a copy of the SJSU's course by the same name and number. The intention was to give History majors at SJSU another section of History 099 to take through EVC. The course has never been offered.

2. Degree:

**The Associate in Arts in History for Transfer Degree**

With the recent creation of the Associate Degree for Transfer, this department immediately created the AA-T in History. It is intended to provide the lower division requirements of a Bachelor of Arts Degree at any California State University offering a

degree in History. The Core Requirements of United States History (History 17A and 17B), couple with the Core Requirements of World or Western Civilization are provided through History 10A and 10B or History 3A and 3B. The two Electives Groups provide additional survey courses in History (Group 1), and introductory survey courses in the social sciences along with other survey courses in History (Group 2). The elective choices reflect the value of diversity to the campus, making our AA-T in History a bit more unique among those offered by nearby colleges.

There are 37 graduates in History from 2013-2016, averaging 9 graduates per year.

3. Innovative Strategies or Pedagogy (Andragogy).

The Department has a policy of required essay examinations on all major tests (midterms and final). This does not preclude objective exam sections on midterms and final. Each faculty member interprets this requirement as they see fit. This requirement is needed for good preparation to upper division coursework regardless of major. It also allows the student to demonstrate higher-level critical thinking skills.

We also offer fully online versions of History 17A and 17B, with History 001 and 021 in the process of online approval.

**V. Student Learning Outcomes and Assessment**

1. All courses contain student learning outcomes, and are periodically assessed and updated as needed.
2. The program has three program learning outcomes, which will prepare the student for transfer to upper division coursework.

**PART C: Student Learning Outcomes and Assessment**

1. On the program level, defined as a course of study leading to a degree or certificate, list the Program Learning Outcomes (PLO), and how they relate to the GE/ILOs (link to ILOs). If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please disregard this question.

**Program Student Learning Outcomes for the AA-T in History:**

- 1) Read Critically about topics in history thereby identifying problems, theses, arguments, evidence, and conclusions. (fulfills ILO #2, Inquiry and Reasoning, as well as ILO #3, Information competency)
- 2) Write critically about topics in history, thereby addressing problems, formulating theses, making arguments, analyzing and weighing evidence, and deriving conclusions. (fulfills ILO #1, Communication).

- 3) Think critically in speaking about topics in history, thereby articulating problems, stating theses, posing arguments, explaining evidence, and communicating conclusions. (fulfills ILO #1, Communication).
  
2. Since your last program review, summarize SLO assessment results at the course and program level (if this is your first program review, please summarize your SLO assessment results over the past 6 years). Please include dialogue regarding SLO assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes...)

**Program Level SLO Assessment results:**

Spring 2013:

**PLO #1:** Read critically about topics in history thereby identifying problems, theses, arguments, evidence, and conclusions.

87 History 017A students were assessed. Midterm exams were used to assess student ability to use written materials in essay responses. Students were required to formulate a thesis and incorporate specific terms and concepts in response to an essay examination about the arguments made by Patriots and Loyalists during the American Revolution. Students evaluated each side's arguments and evaluated each side's evidence in formulating their conclusions. 84% of students were able to complete the task with a C, or greater, result.

Based on the results from History 017A, no action was deemed necessary.

Reassessment will take place Fall 2016

Spring 2014:

**PLO #2:** Write critically about topics in history, thereby addressing problems, formulating theses, making arguments, analyzing and weighing evidence, and deriving conclusions.

72 History 017B students were assessed. Analytical papers in which students formulated arguments to explain how a movie of their choosing reflected cultural or political trends was used to assess student ability to use written materials in essay responses. Students were

required to use library sources to corroborate their thesis. 86% of students were able to complete the task with a C, or greater, result.

Based on the results from History 017B, no action was deemed necessary.

Reassessment will take place Fall 2017

Spring 2015:

**PLO #3:** Think critically in speaking about topics in history, thereby articulating problems, stating theses, posing arguments, explaining evidence, and communicating conclusions.

93 History 017B students were assessed. Final exams were used to assess student ability to use written materials in essay responses. Students were required to explore the public policy problems involved with the US's approach to the Vietnam War. They were required to use evidence to explore the decisions and assumptions of policy makers for each of the different presidential administrations involved in the war to evaluate the mistakes and errors. 86% of students were able to complete the task with a C, or greater, result.

Based on the results from History 017B, no action was deemed necessary.

Reassessment will take place Fall 2018

### **Course Level SLO Assessment Results:**

#### **History 1:**

Fall 2012:

SLO #1: Apply Historical knowledge of the past to understand contemporary issues, rights, and obligations as discriminating citizens under both the California and U.S. constitutions. (ILO: Information Competency)

Data collected by all Historians teaching sections of History 1. Results based on student examinations and reflect the percentage of students who receive a "C" or better. Based on historical trends, we expect a pass rate of 71%

Pass rate for Fall 2012 was 84%

### **History 3A:**

Fall 2012:

SLO#1 Describe the characteristics of early civilizations including Mesopotamia, Egypt, India, and China. (ILO – Communication)

Test on Egypt: Egypt - 34% got A's; 41% got B's; 10% got C's; 13% got D's; 10% got F's.

Recommendation: No change required.

SLO #2 Compare the differences between Indian, Egyptian, Greek, Roman, Chinese, Central and South American, African, Southeast Asian and Japanese civilizations. (ILO – Communication)

Test on Egypt and Greece: Egypt & Greece - 34% got A's; 41% got B's; 10% got C's; 13% got D's; 10% got F's.

Recommendation: No change required.

SLO #3 Recognize the basic tenets of Egyptian, Greco-Roman, Confucian, Legalists, Daoist, Judeo-Christian, Islamic, Aztec, Buddhist and Hindu beliefs. (ILO – Communication)

Test on Egypt, Christianity, and Islam: Egypt - 34% got A's; 41% got B's; 10% got C's; 13% got D's; 10% got F's. Christianity & Islam - 65% got A's; 19% got B's; 13% got C's; 3% got F's.

Recommendation: No change required.

SLO #4 Describe the influence of Islam on Africa and Southeast Asia. (ILO – Communication)

Test on Islam's influence in Africa: Islam in Africa - 19% got A's; 19% got B's; 19% got C's; 10% got D's; 31% got F's.

Recommendation: Islam in Africa might be assessed in a quiz before it is assessed in a midterm or assessed by identification questions as well as an essay question.

SLO #5 Describe the influence of Christianity upon Europe, Africa, North and South America, and Asia. (ILO – Communication)

Test on Christian influence on Europe: Influence in Europe - 26% got A's; 23% got B's; 20% got C's; 10% got D's; 20% got F's.

Christianity's influence on Africa, North and South America, and Asia are not assessed as they belong in Hist 003B.

Recommendation: No change required.

### **History 3B:**

Spring 2012:

SLO #8: Contrast the origins, course, and outcomes of the Second World War in Europe and Asia.

Essay on WWII: 6 (27%) got A's; 7 (31%) got B's; 4 (18%) got C's; 2 (9%) got D's; 3 (13%) got F's.

Recommendation: No change required.

Spring 2013:

SLO #2: Identify and contrast the various branches and issues of the Protestant Reformation in Christian Europe, and the Muslim Empires in the Middle East and India.

Essay on Protestant Reformation: Spring 2013 - 5 (25%) got A, 5 (25%) got B, 4 (20%) got C, 2 (10%) got D, 4 (20%) got F.

Recommendation: No change required.

SLO #5: Describe the Industrial Revolution and its effect upon nationalism and mass society in Europe.

Industrialization essay: 6 ( 32%) got A, 7 (37% got B, 3 (16%) got C, 3 (15%) got F.

SLO #7: Describe the First World War and its effect upon Europe, the Middle East and Asia.

Essay on WWI: WWI identification - 1 (5%) got A, 3 (16%) got B, 4 (21%) got C, 5 (26%) got D, 6 (32%) got F. WWI essay - 3 (17%) got A, 1 (6%) got B, 6 (33%) got C, 7 (39%) got D, 1 (5%) got F.

Recommendation: More time to be spent in discussion of origins of WWI.

Spring 2015:

SLO# 4: Analyze the premises, accomplishments and responses to the Enlightenment in Europe and America.

Essay on Enlightenment: Spring 2015 - 4 (23%) got B, 5 (38%) got C, 3 (23%) got D, 2 (15%) got F

Recommendation: More lecture time on Enlightenment, starting with Spring 2015. Start with quiz question. Have required midterm question on Enlightenment

### **History 14:**

Spring 2012:

SLO #1: Identify gender-related issues and assess them from a historical perspective

Midterm examination. Students in History 14 generally are a self-selected group that is very motivated by the subject matter. The class size was typically 35 +/- . On this outcome 49% earned an 'A'. The pass rate was 89% ("C" or better)

Recommendation: No change necessary.

SLO #2: Critically evaluate primary and secondary sources of information

Oral History Project: Students were able to talk with relatives and others about various experiences relevant to the topic and also do web and library research. 91% passed.

Recommendation: No change necessary.

SLO #3: Critically compare woman's history with social and mainstream history.

Midterm exam: While this pass rate of "C" or better was 82%, the main problem was essay writing issues. Ideas were there but expression was weak in some cases.

Recommendation: No change necessary.

SLO #4[HD1][HD2]: Evaluate the application of terms and phrases such as patriarch, equality/sexism/racism

Multi-media group project: This was a very popular project. Some students would do skits, power point documentaries, videos to demonstrate concepts. 95% passed.

Recommendation: No change necessary.

SLO #5: Critically evaluate the similarities and differences between women across the lines of race, class, sexual orientation and ethnicity.

Final exam: 79% passed this portion of the final exam.

Recommendation: No change necessary.

### **History 17A:**

Fall 2015:

SLO #2: Apply historical knowledge of past to understand contemporary issues. (ILO: Information Competency)

Data collected by all Historians teaching 17A. Results based on student examinations and reflect the percentage of students who receive a "C" or better. Based on historical trends we expect a pass rate of 71%. Fall 2015 student pass rate was 72.5%.

Recommendation: No change necessary.

SLO #3: Interpret significant events of nation's history. (ILO: Inquiry and Reasoning)

Data will be collected by all Historians teaching 17A. Results will be based on student examinations and will reflect the percentage of students who receive a "C" or better. Based on historical trends based on historical trends we expect a pass rate of 71%. Fall of 2015 student pass rate was 82.7%. Oral and video project was student directed.

SLO #5: Evaluate the influence of various political, economic, cultural social movements. (ILO: Social Responsibility)

Data will be collected by all Historians teaching 17A. Results will be based on student examinations and will reflect the percentage of students who receive a "C" or better. Based on historical trends based on historical trends we expect a pass rate of 71%. Fall 2015 student pass rate was 74.1%. Oral and video project was student directed.

Recommendation: No change necessary.

Spring 2016:

SLO #1: Critically evaluate the cultural, economic, diplomatic, political, constitutional history of US. (ILO: Communication)

Data collected by all Historians teaching 17A. Results based on student examinations and reflect the percentage of students who receive a "C" or better. Based on historical trends we expect a pass rate of 71%. Spring 2016 student pass rate was 76.6%

Recommendation: No change necessary.

SLO #4: Differentiate the legal, constitutional and power relationships between national/state/local government entities. (ILO: Personal Development)

Data will be collected by all Historians teaching 17A. Results will be based on student examinations and will reflect the percentage of students who receive a "C" or better. Based on historical trends based on historical trends we expect a pass rate of 71%. Spring 2016 student pass rate was 80.0%.

Recommendation: No change necessary.

### **History 17B:**

Fall 2015:

SLO #2: Appraise the problems surrounding America's failure in the Vietnam War. (ILO: Inquiry and Reasoning)

Vietnam War Project: Based on historical trends, we expect a pass rate of 71% Fall 2015 pass rate was 78.5%. These results indicate that the oral-video project engaged and motivated the students.

Recommendation: No change necessary.

SLO #3: Distinguish between the 1950s and the 1960s regarding Civil Rights and cultural/class struggles. (ILO: Social Responsibility)

Midterm exam: Results will be based on student examinations and will reflect the percentage of students who receive a "C" or better. Based on historical trends, we expect a pass rate of 71%. Fall 2015 test results were 88.1%.

Recommendation: No change necessary.

SLO #5: Evaluate the Watergate crisis and its effects upon America in the 1970s. (ILO: Inquiry and Reasoning)

Final exam. Data will be collected by all Historians teaching sections of History 17B. Results will be based on student examinations and will reflect the percentage of students who receive a "C" or better. Based on historical trends, we expect a pass rate of 71%. Fall 2015 pass rate was 81.1%.

Recommendation: No change necessary.

Spring 2016:

SLO #1: Identify the issues and events surrounding America's role in World War 2, and evaluate their development into the cold War and strategy of containment. (ILO: Inquiry and Reasoning)

Data collected by all Historians teaching sections of History 17B. Results based on student essay examinations and reflect the percentage of students who receive a "C" or better. Based on historical trends, we expect a pass rate of 71%. Spring 2016 pass rate was 87.2% indicating that students were able to critically analyze the subject matter.

Recommendation: No change necessary.

SLO #4: Analyze and evaluate the effects of the New Deal upon U.S. economy and political power structure. (ILO: Information Competency)

Data will be collected by all Historians teaching sections of History 17B. Results will be based on student examinations and will reflect the percentage of students who receive a "C" or better. Based on historical trends, we expect a pass rate of 71%. Spring 2016 test results were 78%.

Recommendation: No change necessary.

## **History 21**

Spring 2012:

SLO #1: Identify race-related issues and assess them from a historical perspective.

Exam question: 100% passed with a C or better.

Recommendation: No change necessary.

SLO#5: Evaluate the application of terms and phrases such as accommodation, resistance, civil rights, persistence, nationalism, equality, and hegemony.

Exam question: 100% passed with a C or better.

Recommendation: No change necessary.

Fall 2015:

SLO #1: Identify race-related issues and assess them from a historical perspective.

Midterm exam: Students were asked to discuss the role of race in the emergence of the system of law in the post-Civil War South on their midterm. Of the 18 students who completed the essay, 17 earned a C or better (94%); 13 earned a B or better (72%).

Assessment: The high completion rate demonstrates the successful achievement of this learning outcome. One shortcoming was the limited development of the "Plessy v. Ferguson" decision by some students. For Fall 2016, this event and its significance will be highlighted for students to a greater degree than for Fall 2015.

Recommendation: No change necessary.

SLO #2: Evaluate African American history in the context of American history

Final exam: Students were asked a question on the final exam that compelled them to address Civil Rights in the context of broader trends in American History in the Post-WWII era. Of the 17 students who completed the essay, all 17 earned a C or better (100%). 14 earned a B or better (82%)

Assessment: The high achievement rate demonstrates the successful completion of this learning outcome. One shortcoming was the limited reference to the 1947 publication of "To Secure These Rights" as a way to connect the movement to the concerns of the US coming out of WWII. For Fall 2016, this publication will receive more attention.

Recommendation: No change necessary.

**History 45:** History 45 covers the history of the United States from 1945 to the present. While it fulfills Area D, it does not currently fulfill the requirement for American Constitution and American Ideals. As a result, it attracts a small, but talented pool of students who tend to perform well.

Spring 2012:

SLO #4: Assess America's changing global role from its rise to superpower status following the Second World War to the present.

Exam question: 100% passes with a C or better

Recommendation: No change necessary.

SLO #6: Evaluate the influences of various political, economic, cultural, and social movements.

Exam question: 100% passed with a B or better.

Recommendation: No change necessary.

3. What plans for improvement have been implemented to your courses or program as a result of SLO assessment?

The History Department continues to meet regularly to discuss necessary changes to the program. In the past year, we have moved to increase the number of choices our students have for completing the History, Constitution, and American Ideals requirement for the CSUs. Our Historians have worked with the ACCC and with Articulation to have History 14 and History 21 accepted as courses that partially fulfill that requirement. Over the Fall of 2016, we also will work to have History 45 also qualify to fulfill this requirement. By doing so, we are working to broaden the variety of courses available to our students. We also have been discussing adding additional courses, including a course on the History of American Music, as well as a course on California History.

4. As a result of SLO assessment data, will you be requesting additional resources for your program or courses (i.e. additional faculty, equipment request, program personnel...)?

Overall, what we found is that there is no compelling evidence to alter the way in which History courses are taught. However, we also recognize that as we have implemented SLOs, there have been some growing pains. In our first efforts to create SLOs, we generated far too many to be assessed in a meaningful manner. As a result, the History Department has undergone an effort to streamline our SLOs. We also have moved to ensure that courses that are covered under C-ID mirror the state-level SLOs.

With all of the fluctuations in the SLOs, we have not yet been able to establish consistent longitudinal data. However, since most of our courses now have updated SLOs, we are confident that in the coming years we will be able to generate more meaningful data.

Beginning in Spring 2017, we will begin implementing a more regular and consistent schedule for SLO evaluation. Our new evaluation schedule will be:

**Assessment Schedule for Fall Classes:**

Even # SLO to be conducted in Even Year Fall Semesters

Odd # SLOs to be conducted in Odd Year Fall Semesters

History

1

10A

17A

17B

21

40

**Assessment Schedule for Spring Classes:**

Even # SLOs to be conducted in Even Year Spring Semesters

Odd # SLOs to be conducted in Odd Year Spring Semesters:

10B

14

22

45

While we have been able to revise SLOs for History 10A, 10B, 14, 17A, 17B, 21, 22, 40, 45, we still need to revise the SLOs for three courses, History 1, 3A, and 3B.

The time commitment to generate and analyze SLO data is rather considerable. It is so considerable that it tends to detract from core classroom and student assignment responsibilities. Since it falls primarily on the shoulders of full time faculty to develop and maintain the assessment schedule and to generate the analysis of the results, we find that our full time faculty's time is overly taxed. In order to alleviate this obligation and to help the

campus live up to its accreditation obligations regarding SLOs, we recommend that one Historian be offered offset time to coordinate the Department's SLO schedule and data. This could be offered either to a full time instructor, or to one of the adjunct faculty. This would provide a measure of fairness to the faculty who are engaged in SLO-related work.

As a result of our SLO assessment, the History Department also believes that we need to hire an additional Historian to expand the breadth of our offerings.

**Assessment Schedule for Fall Classes:**

Even # SLO to be conducted in Even Year Fall Semesters

Odd # SLOs to be conducted in Odd Year Fall Semesters

History

1

10A

17A

17B

21

40

**Assessment Schedule for Spring Classes:**

Even # SLOs to be conducted in Even Year Spring Semesters

Odd # SLOs to be conducted in Odd Year Spring Semesters:

10B

14

22

45

While we have been able to revise SLOs for History 10A, 10B, 14, 17A, 17B, 21, 22, 40, 45, we still need to revise the SLOs for three courses, History 1, 3A, and 3B.

## **VI. Faculty and Staff**

1. List current faculty and staff members in the program, areas of expertise, and how positions contribute to the program success.

### **FULL TIME INSTRUCTORS:**

**Elizabeth M. Nava** received her B.A. in Political Science and M.A. in Comparative Social History at the University of California, Santa Cruz.

**Area of Expertise:** United States History, Social History, California History, Mexican American History and Women's History.

**How My Position Contributes to Program Success:** Professor Nava has taught courses in U.S. History with an emphasis on the working class since 1985. She has incorporated a cooperative learning model in her classes in order to allow the students to learn to collaborate, problem solve, communicate and critically think. She makes use of historical documentaries, puts all her lectures notes on her class web site and has a writing component in all her classes. Students do research projects on various American History topics and present them in class. She has incorporated her research on ancient Chacoan sites throughout the Southwest into her curriculum. Professor Nava mentors History majors by allowing them to lecture in her classroom. The student also has an opportunity to experience the lecture format and works on a one-to-one level with other students in the classroom. The student is able to use her/his experiences as she/he applies to go on to higher education.

**Professional Development in the Past Six Years:** Professor Nava has not attended any conferences in the past four years. However, she has continued to visit and do research on the various ancient Chacoan sites throughout the southwest. She has an ongoing project: to introduce historical videos with music into her curriculum. She has worked with the Women's Center promoting awareness on the social, political and economic issues affecting women in the 21<sup>st</sup> century. She collaborates with the JEWL center every semester and her students use the center to do their 1960's Civil Rights Movement oral projects.

**Eric J. Narveson** – A.A. in Social Science, West Valley College, B.A. in History (minors in Political Science and Anthropology), San Jose State University, M.A. in History, San Jose State University, Ryan Single Subject Secondary Teaching Credential, San Jose State University.

California Community College Life Credential in History, 1987

Archival Certificate, Western Archives Institute, 2003

Leadership Certificate, Prof. Dev. College, Academic Senate for California Community Colleges, 2016

**Area of Expertise:** European History, United States History, Military History, Critical Thinking,

**Professional Development:** Please see Campus Activities and Professional Activities

California Community College Life Credential in History, 1987

Archival Certificate, Western Archives Institute, 2003

Leadership Certificate, Prof. Dev. College, Academic Senate for California Community Colleges, 2016

## **Experience**

Adjunct Professor of History, Chabot College, 1987-2001

Adjunct Professor of History, Evergreen Valley College, 1994-2001

Lecturer of History, San Jose State University, 1988-present

Professor of History, Evergreen Valley College, 2001-present (tenured in 2005)

## **Campus Activities**

Representative of SSHAPE Division, All College Curriculum Committee, 2001-2004

Chair, All College Curriculum Committee, 2004-2013

Senator from SSHAPE Division, EVC Academic Senate, 2004-2009

Vice-President, EVC Academic Senate, 2009-2011

President, EVC Academic Senate, 2011-present

Vice-President, District Academic Senate, 2016-present

Campus Representative, Professional Recognition Committee, 2011-present

Chair, Archives Committee, 2002-present

Faculty Advisor, Latina Leadership Network, 2015

**David G. Hendricks** – B.A. in History, UC Santa Barbara; M.A. in U.S. History, UC Davis; Ph.D. in U.S. History, UC Davis.

**Areas of Expertise:** U.S History; U.S. Environmental History; Recent American History; California History; African American History; American Women’s History.

**How My Position Contributes to Program Success:** Dr. Hendricks has spent time as both a public and an academic historian. He worked as a researcher at the Smithsonian Institution’s Museum of American History working on an exhibit on the construction of the Trans-Alaska Pipeline. He also spent several years as a historian at the US Census Bureau. He also has extensive teaching experience, and has taught at Sacramento City College, Napa Valley College, Sacramento State University, Sonoma State University, and UC Davis. Dr. Hendricks also participates in on-campus events and presentations, such as the annual Constitution Day celebration. He assists in interviewing and evaluating part-time instructors and has helped to mentor new adjunct instructors.

**Professional Development in the Past Six Years:** While Dr. Hendricks has not been able to attend professional conferences he has instead emphasized his contributions to the campus. He has helped to expand the offerings of the EVC history department and has written the curriculum for a Post-1945 US course (History 45) and for an African-American History course (History 21). He also began teaching the American Women’s History (History 14) course in spring 2015. He was appointed as the Coordinator for the EVC Honors Institute and has served on the Campus Technology Committee.

**NOTE:** All three full-time faculty members in History have been awarded the Distinguished Faculty Member of the Year by the Academic Senate.

## **ADJUNCT INSTRUCTORS**

**Nannette Regua** - Sarah Lawrence College, MA, Women’s History

San Jose State University, BA, MA in History (expected completion May 2017)

**Areas of expertise** are U. S. History, U. S. Women’s History, Chicana/o History and Ethnic Studies courses.

There has not been a moment in Nannette Regua's teaching career that she has not been concerned about improving student learning, retention, and academic success in U. S. History at Evergreen Valley College. Her goals as a faculty member include maintaining advocacy for student learning and success and having students leave her classes with a new or renewed

interest in history. Incorporating diverse research, monographs, media, technology and recent scholarship, she strives to present American history that is inclusive of all Americans; working people, immigrants, disabled and historical figures who have been inadvertently omitted from history. She has had significant success in the history courses that she has instructed. Her students' scores have displayed a strong grasp of American history, enhanced writing, speaking and critical thinking skills, and have learned of first-hand experiences from guest speakers. She cares about EVC students and is passionate about history.

### **Professional development in past six years**

### **PUBLICATIONS**

"Women in the Chicano Movement: Grassroots Activism in San José," *Californian* 35, (May 2013): 5-15. Excerpt in *Chicana Latina Studies: the Journal of Mujeres Activas en Letras y Cambio Social* 12, no. 1 (Fall 2012): 114-152.

"Women in the Chicano Movement: Grassroots Activism in San José," *Chicana Latina Studies: the Journal of Mujeres Activas en Letras y Cambio Social* 12, no. 1 (Fall 2012): 114-152.

### **PRESENTATIONS**

April, 2012 - Presenter, *Women in the Chicano Movement: Chicanas Face Police Brutality in San José*, Western Association of Women Historians Annual Conference

February, 2012 - Presenter, *Women Breaking Barriers in Higher Education Advancing Latino/a Achievement and Success Conference*

April, 2011 - Presenter, *Women Confronting Fronteras: Chicanas Stand Up to Injustice, San José, California, 1960s-1970s*, Western Association of Women Historians Annual Conference

August, 2010 - Presenter, Chicana Oral History Project, Advanced Oral History Summer Institute, University of California, Berkeley

**Hai Q. Nguyen** - A.A. (2004) De Anza College

B.A. (2007) and M.A. (2010) in History at San Francisco State University

**Area of expertise:** Race relations in America with an emphasis on environmental justice

**How My Position Contributes to Program Success:** Hai Nguyen has been teaching American history survey courses (on campus & online) at Evergreen Valley College since 2012. In addition, he has collaborated with the Honors Society Club on campus to mentor and host numerous student-led debates on various socio-political issues ranging from gun control, immigration, and foreign policies. He intends to work with other full timers and administrators to expand section offerings with courses in world history, California history, and Asian-American history.

**Professional Development in the Past Six Years:** Hai Nguyen has attended numerous Professional Development days, contributed to various workshops including SLO's, and assisted in events hosted by the staff development committee. From 2013-2014, he served as chairman of the ASPIRE program (academic resource program for Asian Pacific-Islanders) and his responsibilities included promoting student success and coordinating events for Asian Pacific Islander Heritage month. He is currently a member on the staff development committee at Evergreen Valley College and a mentor for the Puente program at De Anza College.

**Robert M. Noonan, Jr.** -- AA, Foothill College 1965; BA Chemistry, San Jose State College, 1967; DDS, University of the Pacific Dental School, 1971; MA History, San Jose State University, 1990; MA Political Science, San Jose State University, 1993.

Robert was raised in a family of a career Air Force officer. The family lived and moved through 40 of the continental states and spent two years in Japan in the mid-1950s. Robert has taught history and political science as an adjunct professor at Evergreen College since the fall of 1993. He has also taught political science at Cabrillo and Skyline colleges.

**Daniel Allen** -- San José State University | MA in History (May 2011); University of California, Santa Cruz | BA in History (June 2007)

**Area of Expertise:**

History of the United States (HIST 1, 17A, and 17B); Modern World History (HIST 3B) - Reconstruction, Labor History, Social History, the modern Civil Rights Movement.

Adjunct Faculty | History (January 2012 to present at Evergreen Valley College); Adjunct Faculty | History (January 2013 to present at Gavilan College)

**Contribution to Program Success:**

Emphasis on summary analysis of primary and secondary sources.  
Applying historical knowledge of the past to contemporary issues.  
Distance Education (Moodle and Canvas).  
Willingness to contribute to writing and assessing learning outcomes (SLOs).

**Professional Development in Past Six Years:**

Applying the OEI Course Design Rubric Workshop  
Spring 2015 @ONE Project  
Distance Education Workshop (Moodle 2.6)  
Summer 2014 @ONE Project  
Canvas Fundamentals: Higher Education (I and II)  
Spring 2016 Canvas Training Department  
Salas O'Brien Scholarship (spring 2016)  
Reviewed applications which emphasized socioeconomic challenges faced by students pursuing degrees in the sciences.

Student Learning Outcomes (SLO) Sub-Committee (fall 2014 to spring 2016)

Recommended systematic implementation of SLOs and assessment plans.

Provided assistance to faculty such as resources for assessment.

Division Curriculum Committee (fall 2013 to spring 2015)

Committee Chair (fall 2014 - 2015) during the transition from hard copy course proposals and revisions to Curricunet.

Reviewed course proposals and revisions within the Division of Social Sciences, Humanities, Art, and Physical Education for approval or recommendations to meet approval standards.

**Christopher Collins** – B.A. in History, California State University Sacramento (2006); M.A. in History, California State University Sacramento (2011).

**Areas of Expertise:** Early American History with an emphasis on Race, Gender, and Sex

**How My Position Contributes to Program Success:** Christopher Collins has been a contingent faculty member at Evergreen Valley College since 2012. His extensive teaching experience also includes current instruction at Chabot College, Santa Rosa Junior College, Skyline College, and Solano Community College. As a history instructor at numerous Bay Area institutions of higher education, Christopher Collins has served on the grievance committee, Student Learning Outcomes (SLOs) committee, and as an accreditation coordinator.

**Professional Development in the Past Six Years:** Christopher Collins has had professional development by attending workshops which empowers instructors to creating teaching environments that incorporate innovate technology techniques, promote student equity, and create greater achievement in student success rates. These workshops include: UMOJA Learning Community workshops (2014 and 2015), Distance Education workshops (2013 and 2016), **and** San Mateo Community College Professional Development Day (2016).

### **Robert Cirivilleri**

#### **Areas of Expertise**

- Medieval History, Canon Law
- Ancient Greek and Roman History
- Biblical Studies, History of the Ancient Near East
- Early American History, the History of American Music
- Critical Thinking and the Historical Process

#### **Courses Taught**

- U.S. History (17A, 17B and survey course)
- Western Civilization (10A/B at SJSU)- From Antiquity through the End of the Cold War
- World History (1A/B)
- Critical Thinking

- The History of American Music

## **Publications**

"Marriage and Canon Law: Consanguinity, Affinity and the Medieval Church (996–1215)," (MA thesis, San José State University, 2000).

## **How My Position Contributes to Program Success**

Robert Cirivilleri was born and raised in the Santa Clara Valley. He studied philosophy and theology at the University of San Francisco and Graphic Design at the San Francisco Academy of Art before transferring to San José State University to complete his B.A. in Political Science with a minor in Graphic Arts in 1985. Following a year abroad studying French language and culture at the Université d' Aix-Marseilles III, and traveling widely throughout Europe, he returned to work in the airline industry, and as a professional musician in the Bay Area before pursuing a Master's Degree in Medieval History at San José State University. Upon completion of his degree in 2000, he taught Latin at Hillbrook School in Los Gatos before beginning his career as a lecturer at San José State University and Evergreen Valley College.

His teaching specialties include European History, United States History, Critical Thinking and World History. His particular areas of interest include Medieval and Renaissance studies, Ancient Greece and Rome, and in the field of American studies, a special interest in Colonial history, the Civil War, and the history of American Musical traditions -Blues, Jazz, and Rock and Roll.

**Cynthia Pierce Barley** – BA in Spanish - San Francisco State University, MA in History – Humboldt State University.

**Areas of Expertise** –U.S. History, Western Civilization, World History, World War I, World War II, Tudor England, 19th Century Britain, History of American Film.

**How my Position Contributes to Program Success:** Earlier, Professor Barley taught English and Spanish for a summer session at San Jose College in the Philippines and taught Expository Prose for two years at Rutgers University. Ms. Barley has taught courses in U.S. History for the past 14 ½ years, Western Civilization for two years, World History for 10 years. Ms. Barley is a member of the World War I Historical Association (formerly The Great War Society) and the Jane Austen Society of Northern California. Ms. Barley attends national and regional meetings of the above organizations on a regular basis.

Complementing classroom teaching, Ms. Barley uses videos and DVD's, overhead projection to show maps, document camera to show illustrations. My students present oral power-point

presentations on topics from the Great Depression through the Korean War. Ms. Barley has prepared a database of books and films on historic topics. If students indicate they want to find out more about a particular topic, Ms. Barley can generate a list of relevant books and films.

**Professional Development in the Past Six Years:** Ms. Barley has regularly attended Humanities West history seminars in San Francisco since 1995. Ms. Barley has taken some classes at Stanford Extension, such as Europe in the Age of the Cathedrals and Lincoln at 200. Professor Barley takes study-travel trips to Europe every summer, including taking classes on topics such as Medieval Cathedrals, Medieval Painting, Medieval Health, and Medieval Books at Cambridge University and Writers of World War I at Oxford University. Ms. Barley then gave a presentation on Writers of World War I at the World War I Historical Association.

**Steven J. Graham** – Juris Doctorate, Master’s in Business Administration, Master’s in History, Bachelor’s in History.

**Areas of expertise:** U.S. History, Colonial American History, and Constitutional History.

**How My Position Contributes to Program Success:** Mr. Graham is an adjunct history instructor at Evergreen Valley College. Currently, he sits on the San Jose/Evergreen Community College District Resource Allocation Model (RAM) Task Force. The RAM task force is creating a funding model that will benefit the District, the Colleges, and all the programs within them.

**Professional Development in the Past Six Years:** Mr. Graham recently completed his Master’s in Business Administration with an emphasis in leadership.

2. List major professional development activities completed by faculty and staff in this department/program in the last six years and state proposed development and reasoning by faculty in this program.

**Professional Development Activities:**

Faculty members attended conferences and seminars such as:

- The Western Association of Women Historians Annual Conference, Nannette Requa
- Advanced Oral History Summer Institute at UC Berkeley, Nannette Requa
- Statewide Senate Academic Conferences, Eric Narveson
- Self-directed field research to ancient historical sites throughout Arizona, Colorado and New Mexico, Elizabeth Nava
- Annual Constitutional Day/ Chairpersons, Dr. David Hendricks and Eric Narveson
- Honors Program/ Chairperson, Dr. David Hendricks
- Advancing Latino/a Achievement Success Conference, Nannette Requa
- Women Confronting Fronteras: Chicanas Standing Up For Justice Conference, Nannette Requa
- Aspire Program/ Chairperson, Hai Q. Nguyen

- Humanities Western History Seminars, Cindy Barley
- Applying the OEI Course Design Rubric Workshop, Daniel Allen
- Spring 2015 @ONE Project, Daniel Allen
- Distance Education Workshop (Moodle 2.6), Daniel Allen
- Summer 2014 @ONE Project, Daniel Allen
- Canvas Fundamentals: Higher Education (I and II), Daniel Allen
- Spring 2016 Canvas Training Department, Daniel Allen
- Salas O'Brien Scholarship (Spring 2016), Daniel Allen

Faculty members have benefited from attending conferences, participating as chairs of various academic programs on campus, attending technical training and traveling/researching historical ancient sites throughout the Southwest. Faculty have incorporated their new found materials into their curriculum. The conferences have enabled the faculty to network with other historians and remain current with the latest scholarship. The technical trainings have created online courses.

3. Departmental Orientation Process (or mentoring) for New Full –Time Faculty and Adjunct Faculty, Staff, Students Workers, Tutors and Aids.

#### **Orientation process for new faculty:**

In addition to the orientation process given by the District, the department has a mentoring program for the new full–time faculty. During the first semester of service the new faculty member is assigned a mentor in the same discipline. The mentor serves as a guide and supporting person, assisting the new faculty in college procedures, academic expectations and program deadlines. The mentor also advises the new faculty concerning curriculum development, college committees and tenure review.

The Teaching and Learning Center provides an orientation for all new faculty on the history of the college and shared governance. The center offers new faculty the opportunity to attend Friday Academies. The Friday Academy provides opportunities and discussions on teaching pedagogies and campus services. It offers a variety of workshops on education, service learning, SLO's, computer technology and has an extensive Faculty Resource center that faculty are privileged to use.

#### **Orientation process for new adjunct:**

The adjunct faculty is introduced to the campus by the division dean. The division dean assigns a faculty mentor to the adjunct faculty. The mentor familiarizes the adjunct with school procedures: teaching assignments, class syllabus and college deadlines.

The history department has an open door policy in which adjuncts are encouraged to review the course syllabi, attend department meetings and ask for advice.

The adjunct faculty is encouraged to attend the Teaching and Learning orientation in order to become familiar with the history of the campus, shared governance and the opportunity to network with other faculty.

### **Orientation process for History tutors and aides**

The history department networks with the tutoring center every semester in the hiring of history tutors. All history instructors encourage students to seek tutoring if they are having trouble with text comprehension and the blue book writing process. The history department has a required writing component of 4000 to 5000 words per semester. The tutorial center hires our history tutors through the following process (see below).

Many of the history instructors meet with the tutors to go over expectations of the reading and writing process. William Nguyen, the tutorial instructor/director, provided the department with the following hiring procedures.

New tutors must:

- Be enrolled in at least 6 units or more at Evergreen,
- Have a cumulative GPA of 3.0 or higher and a grade of **B** or higher in the subject they want to tutor,
- Have an EVC instructor recommendation for their subject,
- Have strong communicative skills (bilingual is a plus),
- Meet with the Tutoring instructor for an interview.

Once hired, tutors must:

- Register for a 1 unit Tutor Training (Individualized Instruction 90) online course which provides ongoing training for the first semester of hire,
- Attend a new tutor orientation,
- Attend tutor workshops throughout the semester (Working Effectively with Students, Respecting All Students, Sexual Harassment, etc.),
- Meet with subject faculty if any subject questions or clarifications are needed throughout the semester.
- 

The history department faculty, at times, are assigned student aides for assistance in clerical work. The student aides come from the FWS department. They are hired through the program and then assigned to an instructor, if needed. The Financial Aid Supervisor, Ebonnie Hopkins, provided the department with the following information regarding the hiring of students aides.

“All FWS students must attend an FWS Orientation where they hear all the rules and regulation of the program, along with information on how they submit their timesheets, hourly wage and important eligibility information. They may also ask any questions they have about the program. Once they complete orientation, they are provided with a Certificate of Participation. They need the Certificate to apply for jobs. Also, students are invited to the orientation based on their FA status, they must meet the minimum criteria of: enrolled in 6+ units at EVC, good academic standing (2.0 or higher), and a completed financial aid file.”

## **VII. Budget Planning and Resource Allocation**

### **1. Current Budget**

#### **A. Identify the budget currently allocated for the department/program through the division budget (fund10). Discuss it's adequacy in meeting your program's needs.**

The current budget, \$275,861.69, is allocated to the program through Fund 10 for instructional salaries.

The History faculty have implemented “writing across the curriculum” into all our history classes. The students write an average of 4000 to 5000 words per semester. The history faculty would like the district to recognize that our class sizes are too large (55 cap per class) and that the writing component takes many hours to grade and evaluate. Therefore we would like the district to consider **lowing our class** size and/ or **compensating** us for time spent grading Blue Book exams. We work seven to eight weekends, seven hours a day per semester grading Blue Book essay exams. The English department requires 5000 to 6000 writing words per semester but their classes have a smaller cap size and they do not teach five classes per semester. We anticipate large classes given the cost of college, the geographic location of Evergreen and our reputation as a decent institution. If we want to be recognized as an excellent institution, then we should implement “writing across the curriculum”, lower our class sizes because that is a better way to teach and prepare our students to become critical thinkers and to move on to four year institutions.

#### **B. Identify any external (fund17) funding the department/program receives, and describe its primary use.**

None

#### **C. Explain any grants or other external funding sources (partnerships) for which your program is benefiting from.**

None

- 2. Explain any grants or other external funding sources for which your program would be a good candidate. Do you have plans to apply for such sources?**

None

- 3. Please describe any unmet needs for your program and how you plan to address them. Are any additional resources needed to accomplish your program's CTAs?**

The budget for the History department is not sufficient. An increase in the History department budget would allow us to have a reception for all our History majors, field trips to local historical sites, to SJSU's and UCSC's history departments.

Every faculty should have a printer that is functional. Three years ago we were informed that the department would not provide faculty with printer maintenance, printing paper, and ink cartridges. We have to pay for our own printer maintenance. The history department believes that is inappropriate and costly. Students come by during our office hours and they often need a copy of a test and/or lecture notes. Many our students do not have printers and/or computers at home.

We cannot serve our students well if we do not have printers that function.

#### **VIII. Future Needs:**

- 1. Describe any unmet needs for your program and how you plan to address them. List any additional resources needed to accomplish your program's outcomes? Please provide rational on how the requests tie into strategic initiatives, college mission, SLO Assessment or Student Success**

Considering the Department's productivity (WSCH/FTES), the History faculty believe more sections of history should be offered to meet student demand. For example: out of 42 students in one 17A class, a poll was taken where 27% of the students will take history in sequence and 13% will not.

Because History 17A/B, 01, 03 and 10 are **required courses** and we anticipate full classes every semester, we should continue to offer the same amount of classes in 17A, 17B 01, 03 and 10 every semester.

Additional money should be allocated for attending professional conferences to maintain staff development and current in the field.

### **Strategic initiatives**

Additional money should be allocated for visiting speakers and student field-trips, a history resource center that is staffed and a guest lecture series throughout the year. The department would propose a theme for the lecture series (such as “Veterans of the war in Iraq share their experiences”). The Learning Communities Program should be reinstated to enhance our teaching styles and allow for students’ participation in two complementary disciplines. For example: Dr. Hendricks would like to collaborate with one of the English professors, such as, Dr. Norris, and work on an African American Literature/History class. Professor Nava would like to collaborate with one of the film professors to connect cinema and history. Professor Narveson would like to collaborate with the philosophy department and connect philosophy with the History of Western Civilization.

### **Student Success**

In order to meet the needs of our History majors, the History department would like to have additional funds for an orientation/reception for all History majors at the beginning of each semester. This will allow us to recognize students who are majoring in history. Thus, we can mentor our students and keep track of their academic status. It is imperative that we support them so they are prepared to go on to higher education. Professor Narveson traditionally invites all History majors to a dinner at SJSU’s History Department at the end of each semester. The students have an opportunity to meet professors and to familiarize themselves with the department. He uses his own funds to pay for their dinners. Additional funds are needed to take more students.

Many of our students use the **JEWL Center** every semester for research. The JEWL center is introduced to them at the beginning of the semester. Lessie James, the director, gives the students an orientation concerning the history and importance of the center. The students make appointments to use the center and conduct research. The JEWL center does not have a permanent home. The history faculty would like to see the center in one permanent place so that the students and History instructors can monitor the students’ research.

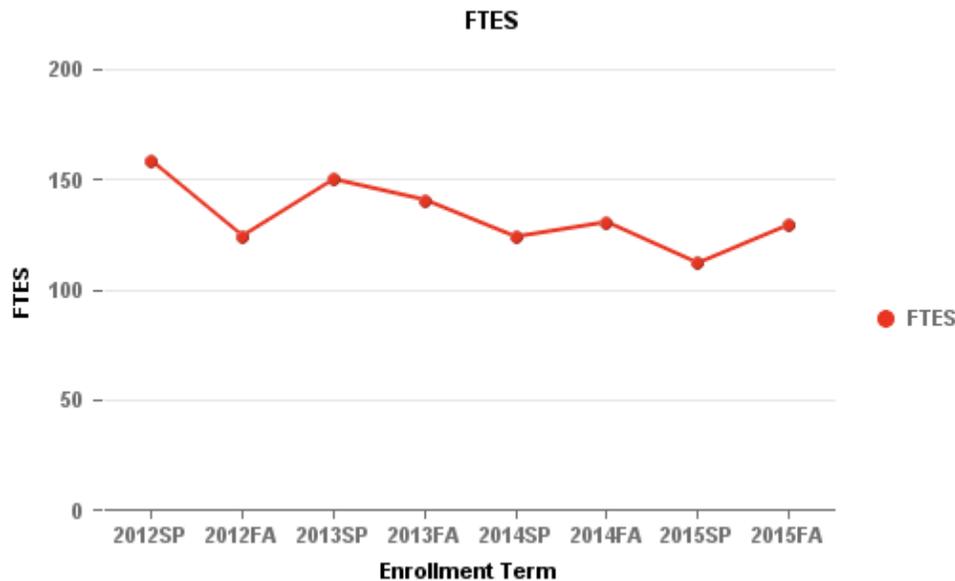
**The Honors Program** director and History Professor Dr. Hendricks works closely with the History department. The Honors students receive informal academic counseling and information regarding four year campuses that offer history as a major. For example, we have on an average of seven history majors participate in the Honors Program per semester. The History majors in honors have an opportunity to work closely with History instructors. In the spring of 2016, we had a History major who worked closely with Professor Narveson and Professor Nava. The student developed two Power Point lectures and presented them to the class. The student also worked with students in groups offering an analysis of the weekly readings. The student is now at UCSC majoring in History.

**4. What faculty positions will be needed in the next six years in order to maintain or build the department?**

The department needs a full-time historian in American History with emphasis in African-American, and Asian-American History. This reflects the needs of the community and student population.

One of our full time faculty members will be retiring in the next two years. It is imperative that the college fill that position in order to meet the needs of our students.

At the present time we have three full-time instructors and 10 adjunct instructors. As a college, we should maintain a better ratio in order to properly serve our students. Full time instructors have more of a stake in Evergreen as an institution as well as the success of the student population. Adjunct faculty often hold positions at more than one college in order to make a living. Consequently they are not as available to the students as are permanent faculty.



**What staff positions will be needed in the next six years in order to maintain or build the department?**

There is no need for a staff position unless the college approves a history resource center. A staff person will be needed to operate the center.

**5. Does your program require any additional facilities, equipment, technology and/or supplies over the next six years (above and beyond the program's current budget)?**

The traditional method of teaching is antiquated and we need classrooms that enable all of our students to engage in critical thinking, collaboration, communication and problem solving. These four components will assist the students in navigating the demands of the 21<sup>st</sup> century.

Classrooms with two-person tables/desks promote cooperative learning and a different pedagogy than the traditional single-seat desk classrooms. Many of our instructors use a cooperative learning pedagogy, with power point, historical videos, music, speeches and maps to enhance the traditional lecture format and student participation. A classroom with desks in a row makes it more difficult for students to collaborate, communicate and problem solve. Critical thinking improves within a group process as the student gets rapid feedback from their classmates.

All classrooms used by history instructors should be Smart classrooms with maps, white boards equipped with **erasers and markers**, updated computers and overhead projectors. Faculty, full time and adjunct, should not have to teach in classrooms that **are not** equipped with the latest technology.

Three years ago our printers were all defunded, no paper, ink or help from the Technology Center for malfunctions was provided from the college. This should be rectified.