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**Statement of Need**

Retirement of Konnilyn Feig, senior European historian, was not announced until 20 October 2015, after the date for prioritizations by PaRC.

Currently the department has four full time historians, down from five in 2006. One of these faculty (Davison) is 60% reassigned and is likely to remain in that position going forward. As such, with the retirement of Feig, the count for history will be 2.4 FTEF.

In 2014-15, the total courses offered in the discipline equaled 7.7 FTEF. This was down from 8.5 in 2013-14 and 7.9 in 2012-13. Of those, 1.8 were overload classes (which includes summer courses taught by full time faculty). Of the overloads and summer courses, Feig taught 5-8 courses. As such, her loss to the department is more significant, since 5-6 of those courses were during the academic year. All told, out of 78 sections offered in 2014-2015, Feig taught 15, or 19% of all history courses offered. She also offered all 3 history honors classes.

 The other full time European Historian (Davison) taught 8 sections of Western Civilization.

The remaining courses (7 sections) were taught by part time faculty. In total, Feig taught half of the Western Civilization courses taught. This has been more or less consistent since Davison began receiving reassigned time in 2004. Effectively, by winter 2016, the history department will not have a full time faculty member in Western Civilization, the complete sequence of which is required for both history degrees at Foothill.

**Student Impact and Effect on Ability to Graduate/ Programmatic Considerations**

All of those sections taught by Feig except one (History 9) were Western Civilization, which is a required sequence for the History AA and the History AA-T; courses in the sequence are also required or recommended in numerous other majors including Anthropology, Art History, Business International Studies, General Studies—Social Science, Geography, Philosophy, Philosophy for Transfer, Transfer Studies – CSU GE, and Transfer Studies – IGETC.

**Enrollment Trends:**Until last year, enrollment in history had been consistently strong; however, with the elimination of 9 sections in 2014-15 ((a reduction of 11% of sections overall), overall enrollment dropped 11.2%; however, productivity dropped only 1.9%, indicating that the courses were seeing greater enrollments overall.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 12/13 | 13/14 | 14/15 | % increase |
| Unduplicated headcount | 2688 | 2676 | 2420 | -9.6% |
| Enrollment | 3236 | 3261 | 2897 | -11.2% |
| Sections | 80 | 87 | 78 | -10.3% |

**Equity Data:**Equity data for 2014-15 indicates that success rates for all groups were up 2%; the group targeted by the history department program review (Latino/a), saw an increase in success rates by 4% in face to face classes and 7% in online courses, which was likely due to the addition of a section of Latin American history in person.

|  |
| --- |
| **Distribution by Ethnicity 14/15** |
| Ethnicity | Enrollment | Percent (college distribution) |
| African American | 183 | 6% (6%) |
| Asian | 716 | 25% (25%) |
| Filipino | 152 | 5% (6%) |
| Latino/a | 721 | 25% (22%) |
| Native American | 14 | 0% (1%) |
| Pacific Islander | 58 | 2% (2%) |
| White | 932 | 32% (32%) |
| Decline to state | 11 | 4% (7%) |
| Total | 2897 | 100% |

**Course Success Rates for Disproportionately Impacted Groups**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **African American** |  |  |  |  |
|  | Success (%) | Non Success(%) | Withdrew (%) | GAP |
| 2014-2015 | 50 | 25 | 26 | -19% |
| 2013-2014 | 48 | 29 | 23 | -20% |
| 2012-2013 | 50 | 24 | 27 | -14% |
|  |  |  |  |  |
| **Latino/a** |  |  |  |  |
|  | Success (%) | Non Success(%) | Withdrew (%) | GAP |
| 2014-2015 | 60 | 17 | 23 | -9% |
| 2013-2014 | 56 | 20 | 24 | -11% |
| 2012-2013 | 56 | 20 | 23 | -8% |
|  |  |  |  |  |
| **Filipino** |  |  |  |  |
|  | Success (%) | Non Success(%) | Withdrew (%) | GAP |
| 2014-2015 | 64 | 15 | 20 | -5% |
| 2013-2014 | 70 | 12 | 18 | 3% |
| 2012-2013 | 66 | 16 | 18 | 2% |
|  |  |  |  |  |
|  **Course Success (all students)** |  |  |  |
|  | Success (%) | Non Success(%) | Withdrew (%) |  |
| 2014-2015 | 69 | 13 | 18 |  |
| 2013-2014 | 67 | 15 | 17 |  |
| 2012-2013 | 64 | 16 | 20 |  |
|  |  |  |  |  |

This department serves a similar percentage of disproportionately impacted groups as the rest of college. Above is data reflecting course success rates in traditionally underserved groups, namely, African American, Latino/a, and Filipino. A significant gap still exists for African American students and Latino/a.

**Education Master Plan Goals**The History Department full time faculty have discussed the focus of a new hire, and would be looking at expanding the departmental course offerings with courses such as African and African-American history, as well as the World Civilization sequence. This will give students perspectives of world history that are different from the Western Civilizations perspective, but would require the addition of a new historian with training in those areas of the discipline. The creation of these courses would serve the Social Justice Studies ADT and the Global Studies ADT as well as expanding the current degree Both these degrees are intended to improve achievement of student outcomes among population groups experiencing disproportionate impact.

**Other Relevant Data:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| PT % | 54% | 42% | 35% | -17.2% |
| Release/ Reassign time | .68 | .85 | .75 | -12% |
| Degree Completion | 5 | 5 | 6 |  |

1. A) Division Support : Yes

A survey was sent out in October 2015 and the department received unanimous support from the division.

B) Dean Support Yes

Dean’s Comments:

* Enrollment: History’s enrollment declined in 14/15, however I would like to point out that the enrollment for this department for previous years hovered around the 3200 range. (10/11: 3290, 11/12: 3385, 12/13: 3236, 13/14: 3261). Thus I do not see 14/15’s enrollment numbers as representative of a declining trend.
* Faculty: Currently the department has 2 US historians and 2 Western Civilizations historians. While those are undoubtedly important perspectives of history, moving forward, the department needs to develop courses that also reflects our student population and identity. This includes developing more courses in ethnic history such as African American History or History of Latinos in the US. Excluding honors courses, there are 12 total courses in Western Civilizations and US history but only 4 that cover Asia, Latin America, Middle East and Russia.
* History is a discipline that provides students with a frame of reference for events that occur today and in the future. While much emphasis has been placed on STEM education, history as a discipline helps students to integrate their personal knowledge of the world with larger global issues thereby fostering civic responsibility and decision making skills for our complicated world.
1. Vice President recommendation to PaRC.

Support \_\_\_\_\_\_\_ Do Not Support \_\_\_\_X\_\_\_\_\_\_\_\_\_

Vice President’s Comments

The question before the College is whether the absence of a fourth full-time faculty member in the History Department represents an urgency that requires us to go outside the normal FTE allocation process. Based on our criteria, the question is whether the lack of a fourth position presents a hardship to students and will create barriers to graduation, thus triggering an out-of-cycle hiring need. In evaluating the enrollment and current FTEF, History has comparable enrollment to five programs within the Division of Business and Social Sciences (Economics, Anthropology, Business, Sociology, and to a slightly lesser degree Political Science) that currently have two full-time positions. The one program in BSS that has four full-time faculty, Psychology, has twice the WSCH of History and even with four positions has nearly four times the part-time faculty load. Accounting, which was approved for a fourth position this year, has even higher enrollment than Psychology and significantly higher part-time faculty load. (See attached data charts). Given that History enrollment declined approximately 10 percent in the previous year a department with three full-time positions can meet the needs of students until the request can be evaluated through the regular process. In addition, while we know that there is the potential for Dolores Davison’s reassigned time to continue in the near future, and her current reassigned time does impact the department, because this is externally funded and not Foothill reassigned time, we cannot consider this in determining new full-time positions. I believe because of History’s importance to the transfer Mission this request will have a strong case for the next prioritization cycle, but should be evaluated along with other faculty requests from the BSS Division and College through the program review process.

1. Department faculty members (the requestors) are invited to attend and advocate for their request at PaRC.
2. PaRC recommendations to the College President.

Support \_\_\_\_\_\_\_ Do Not Support \_\_\_\_\_\_\_\_\_\_\_\_\_

1. College President

Accept \_\_\_\_\_\_\_\_\_\_\_ Reject \_\_\_\_\_\_\_\_\_\_\_\_\_recommendation

President’s Rationale

