De Anza College

Instructional Annual Program Review 2021-22

**Instructions**: The first column is section and question number, followed by ask without explanation The third column fully describes the information that the IPBT is requesting. The blank column is where you will type your response. Save program review as a Word document. This is the document you will send to your Dean. It will be posted on the De Anza website in pdf format.

In addition to this document, please also submit to your Dean the Resource Request spreadsheet making sure facilities requests are on “Facilities” tab and large-ticket items are on Large-ticket Items” tab.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Information Requested** | **Explanation of Information Requested.** | **Enter your answers here** |
|  | Department Name: |  | Humanities |
|  | Program Mission Statement: | How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies”? (<https://www.deanza.edu/about-us/mission-and-values.html> ). | The Humanities Program Learning Outcomes are very much in alignment with the mission of De Anza College and the De Anza Institutional Core Competencies. The Humanities Program-level Learning Outcomes are:  1) Students synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons in order to contextualize knowledge, interpret and communicate meaning, and cultivate their capacity for personal, as well as social change; and  2) Students build the perception of knowledge as a practice of freedom in which they identify and create deep connections between and within the complexities and diversities of individual and cultural world-views and praxis.  A student who developed these two Program-level outcomes through the Humanities Program, would clearly be developing in alignment with the De Anza mission statement:  ~to provide an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities, to realize their goals, and to be socially responsible leaders in their communities, the nation and the world.  The Humanities Program Learning Outcomes are also strongly in alignment with the De Anza Core Competencies:  ~communication and expression;  ~information literacy, physical/mental wellness and personal responsibility,  ~civic capacity for global, cultural, social and environmental justice, and  ~critical thinking.  In addition, the most offered course in our curriculum, Humi 1, Creative Minds, is one of the core courses that students can take to fulfill the Environmental Sustainability and Global Citizenship graduation requirement. |
| I.A.1 | What is the Primary Focus of Your Program? | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Transfer |
| I.A.2 | Choose a Secondary Focus of Your Program. | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Personal Enrichment |
| I.B.1 | # Certificates of Achievement Awarded | State the number of Certificates of Achievement awarded during the 2020-21 academic year. Please refer to: <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Certificates of Achievement please state “none offered”. | 22 |
| I.B.2 | # Certificates of Achievement-Advanced Awarded: | State the number of Certificates of Achievement - Advanced awarded during 2020-21 academic year. Please refer to  <https://www.deanza.edu/ir/AwardsbyDivision.html> If you do not offer Certificates of Achievement” please state “none offered”. | None offered |
| I.B.3 | # ADTs (Associates Degrees for Transfer) Awarded | State the number of Associate Degree Transfer awarded by you department during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Associate Degree Transfer, please state “none offered”. | None offered |
| I.B.4 | # AA and/or AS Degrees Awarded: | State the number of Associate of Arts or Associate of Science degrees awarded during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> .If you do not offer Associate of Arts or Associate of Science Degree, please state “none offered”. | None offered |
| I.B.5. | Trends in # Total Awards | If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes? | This year, the number of Certificates of Achievement in Humanities was 22. The year before, ‘19-‘20, the number was 9. The year before that, ’18-’19, the number was 16. It is hard to see a trend yet, with just three years of data, and with the numbers having gone done and then up over the three-year period. |
| I.B.6. | Strategies to Increase Awards | What strategies (1, 2, 3. . . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g. Outreach, In-reach, graduation workshops, collaborations with other offices, etc.) | Our current strategies to increase awards:   1. The Humanities Mellon Scholar Program is currently our primary draw for students toward achieving the Humanities Certificate. We expect this program to continue leading students toward Humanities certificates this coming year and in following years as well. 2. Making students in all of our Humanities courses aware of the Humanities certificate is an additional strategy to increase awards. |
| I.C.1 | CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics | Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes.  Perkins Core Indicator Reports provided by Margaret Bdzil. Cal-PASS Launchboard SWP Metrics: <https://www.calpassplus.org/LaunchBoard/Home.aspx> |  |
| I.C.2 | CTE Programs: Labor Market Demand and Industry Trends: | Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.  California EDD LMI Info: <https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj> |  |
| I.D.1 | Academic Services and Learning Resources: # Faculty Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served per year (Fall, Winter and Spring): Provide number from previous year, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. |  |
| I.D.2 | Academic Services and Learning Resources: # Students Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. |  |
| I.D.3 | Academic Services and Learning Resources: # Staff Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. |  |
| I.E.1 | Full Time Faculty (FTEF) | For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet:  <https://www.deanza.edu/ir/program-review.20-21/index.html> . | 9.3 |
| I.E.2 | # Student Employees | If applicable to your program, state number of student employees and if there were any changes between number this academic year and the previous two academic years. |  |
| I.E.3 | Full Time Load as a % | State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. | Full-time faculty teaching increased from 22.6% to 30.8% in the past year, contributing to a 39% increase over the past five years. Full-time faculty overloads showed a 7% increase from 14.4% to 15.4%. Part-time faculty teaching decreased by -15% over the past five years, from 63.5% to 53.8%. These 5-year trends can be partly understood as the result of changes in load factor within the past 5 years, to Full-time faculty taking (or not taking) Professional Development Leaves, and to pandemic challenges. Full-time load went from 9 classes a year to 11 classes a year, and part-time load went from 6 classes to 7. |
| I.E.4 | # Staff Employees | If applicable to your program, state number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs. |  |
| I.E.5 | Changes in Employees/Resources | Briefly describe how any increase or decrease resources/employees (exclude teaching faculty) has impacted your program. What strategies does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges**?** (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.) | The Peer Assisted Leaders program was dropped, leading to a loss of support to students and instructors. |
|  | **Enrollment** |  |  |
| II.A | Enrollment Trends | What changes in enrollment have you seen in the last three years? Refer to <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. What strategies does your department have in place to increase or maintain current enrollment trends? | The 3,835 students enrolled in Humanities courses during the 2020-21 school year represent an slight increase from the 3,800 enrolled in 2019-21. There has been a 0.4% increase in students enrolled in Humanities courses over the past five years.  In comparison, the SSH division as a whole did increase from 34,028 to 34,898 students in the past year, but has seen a -7.8% overall decrease over the past five years.  De Anza College as a whole also saw a slight increase in enrollment this past year, from 151,565 to 152,337, while also experiencing a 12.1% overall decrease over the past five years.  The Humanities department is currently maintaining and growing enrollment more successfully than the SSH division, or the college as a whole.  Our number of course sections has increased by 10.5% and our productivity has increased by 0.2% over the past 5 years. |
| II.B. | Enrollment Trends for disproportionately impacted student groups | Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like. Link to equity plan and strategic plans   1. What could be contributing to the differences? 2. What strategies does your department have in place to increase or maintain enrollment of these student groups?   Are there other trends that you see when drilling into the data that may be important to explore? | Enrollments in Humanities courses increased very slightly (0.01%), from 2019-20 to 2020-21, from 3800 to 3838 students.  The percentage of Humanities enrollment that is made up of targeted student populations (African American, Latinx, Filipinx, Pacific Islander) has been increasing over the past five years. Targeted student population enrollment now accounts for 40% of our student enrollment, up slightly from 39% last year, and from 38% five years ago. This percentage is somewhat higher than the De Anza College targeted student population enrollment of 37%.  African Ancestry students make up 4% of our enrollment, while also making up 4% of De Anza College enrollment.  Latinx students make up 26% of our enrollment, compared to 25% of De Anza College enrollment.  Filipinx students make up 8% of our enrollment, while they make up 7% of De Anza College enrollment.  Pacific Islander students make up 1% of our enrollment, while they make up 1% of De Anza College enrollment.  We continue to encourage faculty participation in programs to increase awareness of and decrease equity gaps – SSH Division programs such as C.A.R. and ECT Student Voices, as well as college-wide offerings out of the Office of Equity, Social Justice and Multicultural Education. |
| II.C. | Overall Success Rate | What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates.   1. What could be factors that influence success rates? Please refer to: <https://www.deanza.edu/ir/program-review.20-21/index.html> 2. What strategies does your department have in place to increase or maintain current success rates? | Overall Humanities student success rates have improved slightly over the past five years, from 79% to 81%.  We continue to encourage faculty participation in programs to increase awareness of and decrease equity gaps – SSH Division programs such as C.A.R. and ECT Student Voices, as well as college-wide offerings out of the Office of Equity, Social Justice and Multicultural Education. |
| II.D. | Success, Non-Success and Withdraw Rates for disproportionately impacted student groups | Using the [Disproportionate Impact Tool](https://www.deanza.edu/ir/program-review.18-19/Access_DI_tool.pdf) within the [Program Review Tool](http://deanza.edu/ir/PRGuide_PrintingPDF.pdf) explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group):   1. What differences do you see in successful course completion rates? 2. What are your thoughts on these differences?   What strategies might be helpful in closing gaps in successful course completion? | Out of a total of 157 African American student grades in 2020-21, the success rate is 67% - down from 73% last year, and equal to the success rate from five years ago. The non-success rate is 17%, down from 18% last year, and 19% five years ago. The withdraw rate is 16%, up from 9% last year, and 14% five years ago.  Out of a total of 1,016 Latinx student grades in 2020-21, the success rate is 69% - down from 72% last year, and equal to the success rate from five years ago. The non-success rate is 17%, down from 18% last year, and 21% five years ago. The withdraw rate is 14%, up from 11% last year, and 10% five years ago.  Out of a total of 315 Filipinx student grades in 2020-21, the success rate is 83% - up from 80% last year, and equal to the success rate from five years ago. The non-success rate is 9%, down from 11% last year, and 11% five years ago. The withdraw rate is 8%, down from 9% last year, and up from 6% five years ago.  Out of a total of 37 Pacific Islander student grades in 2020-21, the success rate is 68% - up from 62% last year, and down from 73% from five years ago. The non-success rate is 24%, down from 27% last year, and 22% five years ago. The withdraw rate is 8%, down from 11% last year, and up from 5% five years ago.  By comparison, the 527 White student grades in 2020-21 had an 80% success rate, 11% non-success, and 9% withdraw rate. The 1,605 Asian student grades in 2020-21had an 89% success rate, 6% non-success, and 5% withdraw rate.  The Humanities department is committed to student equity. Our strategies to reduce the success gap include:  1)  We consistently work to discern whether the Humanities program’s efforts at engaging multicultural content, utilizing multicultural pedagogical techniques, and honoring multiple-intelligences and learning styles are affecting our metrics.  2)  The Humanities department is at the forefront of a division wide push to engage faculty in a discussion about pedagogies of engagement that have successful worked to improve targeted student success in their classrooms. The most recent project has focused on raising student awareness of role models in the Humanities that are representative of the diversities present in our targeted populations.  3)  The Humanities department is working with a grant from the Mellon Foundation to encourage success and scholarship in the Humanities, through the Humanities Mellon Scholars program, among target student populations.  4)  The Humanities Department and instructors are involved in cohort programs to give additional support to all students, with emphasis on the targeted student populations: the Mellon Scholars, REACH, and Men of Color cohort courses.  \*It should be noted here that information regarding growing outside economic constraints on targeted student populations would assist in evaluation of our pedagogical practices. Recognizing and addressing the challenges students face would help us to meet their needs and help them to achieve equity. It seems clear that Humanities courses must assist students in building the basic skills they need for success in our classrooms and beyond.  We are watching to see what effects AB750 will have on our De Anza student population, and on the targeted populations in particular. |
| II.E. | Changes Imposed by Internal/External Regulations | Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.) | The focus on SLO and PLO work as encouraged by the accreditation team has impacted the workload of faculty members in the department. Potentially, the faculty discussion generated in this process has helped us to focus on our learning goals for our students. We anticipate that Transfer Model Curriculum requirements will also have an impact on program offerings and student participation in our courses.  The Humanities Mellon Scholar program is currently a huge benefit to the district and to our students. It is also, however, contributing to an uncompensated increased workload for Humanities faculty. There is also increased pressure to train for and manage program websites for the SLOAC/PLOAC programs, curriculum revision, and Canvas. |
|  | **Equity** | In order to meet the goals within our [State Equity Plan](https://www.deanza.edu/sssp-se-bsi/documents/DAC_Student_Equity_Plan_2019-22_Final.pdf), [Institutional Metrics](http://deanza.edu/ir/planning/planning_files/InstitutionalMetrics_2019_4.29.19.pdf), and [Educational Master Plan](http://deanza.edu/ir/state-of-the-college-related-information/documents/EMP2015-2020_3-11-16.pdf), the following section asks you to reflect on questions focused on student equity to help inform our goals. |  |
| III.A. | Equity Plans for groups other than the acknowledged disproportionately impacted groups | Are there other groups of students besides the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students that your department intentionally focused support for. |  |
| III.B. | Program Success | Describe any events/program changes/successes that you would like to share relative to your equity efforts? | The Humanities Mellon Scholar program continues to be a successful effort, with its focus on offering students from underrepresented groups the benefits of learning communities, mentoring, internships, financial incentives, and the psychological and emotional value of seeing themselves as “Mellon Scholars”. The program continues to grow and become more well-known and popular among students. |
| III.C. | Equity Planning and Support | Has equity work generated any need for resources? If so, what is your request? Include staff/position needs. | Our Humanities students have benefited from Student Success Center tutoring and academic support, and we would like to see these programs continue in order to improve success and equity outcomes for our students. We are concerned about the loss of staff and funding for tutoring hours due to DASB reduction. These changes make it harder to expand and integrate academic support into classroom instruction to address changing needs related to AB705, Guided Pathways, and CCCCO Vision for Success.  The Humanities department stays connected with division and college-wide equity efforts. Co-chair Lori Clinchard is a member of the SSH division Equity Core Team. |
| III.D. | Departmental Equity Planning and Progress | Identify which of the following resources you need? How would the resource help?   * Professional Development – what areas? * Enhanced support for students * Departmental Collaborations * Best Practices * Coaching/Consultation | We are open to equity offerings in all of these areas to improve our abilities to help students:   * Professional Development * Enhanced support for students * Departmental Collaborations * Best Practices * Coaching/Consultation |
| III.E. | Assistance Needed to close Equity Gap | Would you like assistance with identifying strategies and/or best practices and/or resources to help facilitate student success? | Yes, we would welcome any institutional support and training, and would be happy to participate in institutional strategic planning in this regard. |
|  | **Assessment Cycle** | Navigate to <https://www.deanza.edu/slo/> and click “TracDat is gone” which will take you to accordion listing SLO assessments under “Student Learning Outcomes and Assessments Summaries by Division:” |  |
| IV.A | SLOAC Summary | Describe an accomplishment or enhancement that resulted from SLO assessment starting with Spring 2020 through end of Spring 2022.. | Dept Humanities: 100% of Courses Assessed  # Courses/Services in Assessment Unit: 11  # Courses/Services Assessed: 11  Humi 5 -Spring 2020 Assessment: The SLO assessment was embedded in a critical thinking, cooperative, and empathetic journal, and interviews and an essay that involved the analysis and interpretation of �race� through the art-form of storytelling to cultivate their capacity for personal, as well as social change.  Accomplishment: The majority of students demonstrated an understanding of artistic fundamentals and critical methodology employed in the study of the humanities, as well as the ability to experience and appreciate the uniqueness of artistic and personal experience regarding racial and lived experience and expression through storytelling. |
| IV.B | Assessment | List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed by the conclusion of 2021-22 academic year. | Humi 20, 2, 16, 18 |
|  | **Resource Requests** |  |  |
| V.A | Budget Trends | Over the past five academic years, describe impact, if any, of external or internal funding trends that you might be currently dealing with ( eg COVID demands) upon the program and/or its ability to serve its students.  If you don’t work with budget, please ask your Division Dean to give you the information. | We don’t have budget funding for potentially beneficial programs and support, such as:   * Peer Assisted Learning program * Tutoring * SSH Dedicated Counselor * Printing Budget |
| V.B | Funding Impact on Enrollment Trends | Over the past five academic years, describe the impact, if any, of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information: | The lack of funding for student support services we could be offering students within the SSH Division may be contributing, in part, to the decline in enrollment. |
| V.C.1 | Faculty Position(s) Needed | Describe each request as: “Replace due to Vacancy”, “Growth”, or if none state “None Needed Unless Vacancy” | None Needed Unless Vacancy |
| V.C.2 | Justification for Faculty Position(s): | Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need. | N/A |
| V.D.1 | Staff Position(s) Needed | Choose: “Replace due to Vacancy”, “Growth”, “None Needed Unless Vacancy”  Only make request for staff if relevant to your department only. Division staff requests should be in the Dean’s summary. |  |
| V.D.2 | Justification for Staff Position(s): | Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. |  |
| V.E | Equipment Requests | List all equipment resource needs on the Excel spreadsheet. Be sure to include to justification and costs in appropriate columns. |  |
| V.F | Facility Request | List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. |  |
| V.G | Other Needed Resources | List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. |  |
| V.H.1 | Staff Development Needs | Based on what you have written above, what professional development support/resources do you need to achieve your goals? |  |
| V.H.2 | Staff Development Needs Justification | Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input, etc. to support this need. If not, provide other data to support this need. |  |
| VI. | Closing the Loop | Over the last five years, how did you assess the results of the requested resources, and what were those results? How do you plan to reassess the outcomes after receiving each of the additional resources requested this year |  |
|  | Submitted by: | APRU writer’s name | Lori Clinchard |
|  | Last Updated: | Give date of latest update | 5/19/22 |