Comprehensive Program Review

A. Department Information
Mission

Please enter your department's mission statement here.

> **The Humanities Department mission** is to create a rich learning environment for all students, to cultivate thoughtful global citizens and engaged community members who are able to synthesize their critical thinking, imaginative, cooperative, and empathetic abilities as whole persons. Through a wide array of multidisciplinary courses, and a thoughtful, diverse curriculum, the Humanities Department encourages the perception of knowledge as a practice of freedom, in which students identify and create deep connections among the complexities and diversities of individual and cultural perspectives and practices.

How does your program mission statement relate to the mission, vision and values of the college? (https://www.deanza.edu/about-us/mission-and-values.html)?

The Humanities Department mission is in sync with the mission, vision and values of De Anza college in that we aim 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, equity-minded leaders who work together for justice in their communities, the nation and the world.

Program Goals

Enter 1-3 goals for your department to be achieved by spring 2027. Each annual reflection will ask your department to report on progress in meeting your goals. Each goal should be aligned to your department's mission and the college mission. All resource requests and personnel requests should be aligned with your program's mission and goals.

Goal title	Goal description	Responsible parties	Collaboration with	Guided Pathways engagement	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
#1: Improve Student Success Rates	Improve student success rates, especially for student groups with large achievement gaps.	Humanities faculty will reach out to students individually, and will make increased use of Early Alert.	Student support services programs	Connect students to their villages for support and engagement	Office of IR statistics + qualitative assessments from SLOs	Analysis of IR and SLO data; in conversation w/faculty; goal: at least 2% improvement.
#2 Increase Humanities Certificates	Increase the number of students receiving Certificate of Humanities; AND plan for creation of a new certificate.	Humanities faculty can promote the current certificate; promote HMSP; research and create new certificate.	Humanities Mellon Scholars Program (HMSP); counselors	Village faculty can help make students aware of their options w/HMSP and Humi certificate	Office of IR statistics + info from HMSP regarding program enrollment	Analysis of IR and HMSP data; in conversation w/faculty; goal: at least 2% increase in certificates awarded; have developed a detailed plan for a new Humanities certificate.
Diversify Humanities Course Offerings	Research and create 1-2 new Humanities courses in order to better meet the needs of the current time.	Humanities faculty can research and develop ideas in relation to the coming era of ubiquitous AI.	Campus groups such as GAIA; faculty beyond Humanities and SSH; community leaders to hear their needs.	Guided Pathways leaders can help us connect with students regarding their interests and needs.	At least 1-2 new courses created through the curriculum committee process.	New courses created and offered when possible.

Changes Imposed by Internal/External Regulations or Factors

Are there factors unique to your program that may affect your enrollment, success rates or staffing that RAPP should be aware of? (e.g., curriculum changes, program reorganization, noncredit curriculum, loss of personnel, legislative mandates, etc.)

Yes. We have several significant personnel changes:

1. Full-time Humanities faculty and Co-Chair, Sal Breiter, has been reassigned to Professional Development. He has been a popular and successful instructor, leading Humanities enrollment for the past two decades. His absence is bound to have a profound effect on enrollment within the Humanities Department.
2. Full-time Humanities faculty and Co-Chair, Lori Clinchard, has now taken on the role of full Chair of the Department, but she has 50% release time to serve as Faculty Coordinator of California History Center. So, she too, is teaching fewer courses.
3. Full-time Humanities faculty Wendy White is on reduced load, and is taking time off for surgeries, with the expressed intention of retiring within the next couple of years.

So, we have gone from 3 full-time faculty working at capacity and beyond (2 of the 3 have regularly taught overloads), to the approximate equivalent of about 1.25 full-time faculty, and the expectation that that will likely drop down to an approximate equivalent of .5 full-time faculty within the next year or two.

We will request that the college replace Sal Breiter's position, as he took over a position that was already approved to be filled when Dawn Lee Tu left - Faculty Director of Professional Development.

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends
Social Sciences and Humanities - Humanities-DA

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	3,217	3,445	3,385	3,048	3,174	-1.3%
Enrollment	3,509	3,800	3,835	3,387	3,582	2.1%
Sections	81	91	105	99	110	35.8%
WSCH	4,676	5,062	5,115	4,515	4,775	2.1%
FTES (end of term)	316	342	345	304	318	0.6%
FTEF (end of term)	8.2	8.7	9.3	8.9	9.3	14.5%
Productivity (WSCH/FTEF)	573	581	553	507	511	-10.8%

In the data table above, what does the Enrollment trend indicate? For definitions of enrollment terms, please see the glossary (https://www.deanza.edu/ir/documents/Glossary.pdf).

☑	the data trend shows an increase in Enrollment
☐	the data trend shows a decrease in Enrollment
☐	the data trend shows no change and/or flat in Enrollment

Reflect on Enrollment Trends

Discuss the factors that would help the college understand your programs' enrollment trends. How may these trends align with your program mission and goals?

> A 2.1% enrollment increase in Humanities is a positive trend, especially in relation to the College's -15.1% decrease. We have recovered somewhat from the large drop in enrollment we experienced in '21-'22, but have not yet risen to the numbers we had in '19-'20 and '20-'21. Our positive enrollment trends, compared to the College as a whole, may be due to the awareness students have of the relevance and importance of our Humanities classes for their learning and educational goals.

CTE Programs - Statewide and Regional Labor Market Trends

CTE Programs Only

1. Review and summarize the Lightcast Analyst Occupational Outlook data for your CTE program (https://foothilldeanza.sharepoint.com/:f:/s/dactedepartments/EiRTueQ8GrNLqltlQw2twpsBMFCs7X5djTVeo6Jss3W0Jg?e=1ybpmY).

2. Cite current industry trends.

3. 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.

> N/A

D. Course Success

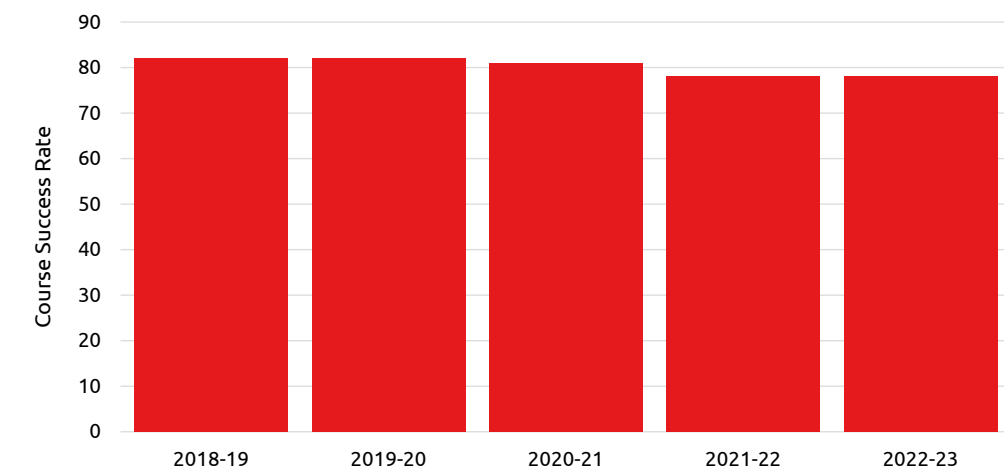saved report - pivot

Course Success

Humanities-DA

Who uses this report:
All users who want to further explore their enrollment or course success data.

What is this report:
This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

Limits:

Limits:

Measures: Enrollments and Course Success Rate and Success Count

	2018-19			2019-20			2020-21			2021-22			2022-23		
	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count
Measures	3,509	82%	2,882	3,800	82%	3,128	3,835	81%	3,095	3,387	78%	2,639	3,582	78%	2,796

Data loaded 17-Aug-2023

In the data table above, what overall trends are you seeing in Course Success?

☐	the data trend shows an increase in Course Success
☐	the data trend shows a decrease in Course Success
☐	the data trend shows no change in Course Success

Exploring Course Success Rate Trends

1. What could be factors that influence success rates in your department?

2. What strategies does your department have in place to increase or maintain current success rates?

3. Are there other trends that you see when exploring different courses in the same department (How to access success rates by course: https://www.deanza.edu/ir/documents/How_to_Access_Your_Program_Review_Data.pdf)

4. How do course success rate trends align with your program goals?

> 1. It's hard to know what has caused our students' success rates to decrease from 80% to 78% over the past couple of years, and to determine whether it's internal or external (to our department) factors that are most at play.
> 2. To increase success rates, we can work on Goal #1, improving equity by decreasing the achievement gap. We can also use strategies developed as part of Goal #3, improving success rates, such as making better use of the Early Alert program.
> 3. Enrollment varies depending on various internal factors such as preferences of course, instructor, modality, day and time of course, as well as unpredictable external factors.

Course Success with Disproportionate Impact (credit and non-credit)

Who uses this report:

All users who want to explore student equity and disproportionate impact in course success.

What is this report:

This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

How to interpret the data:

A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

New features:

To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), **be sure to select a college, division, department or course,** then click on the link "Click here to show and compare disproportionate impact with [X]".

Success rate

The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

Comparison success rate

The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

Additional successes needed to erase percentage point

This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.

Legend:

Yellow: Student groups experiencing a negative percentage point gap that is not statistically significant

Orange: Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method[1]

Currently showing all groups. Click here to show only groups with disproportionate impact.

Click here to show and compare disproportionate impact with .

Hide cells with fewer than [10] students

Social Sciences and Humanities - Humanities-DA					2022 Summer to 2023 Spring
Number of sections: 110					

Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap
All Students (Humanities-DA, 110 sections)	3,582	78%	78%	0		
Asian	1,369	86%	73%	+13		
Black	163	61%	79%	-18		29
Filipinx	257	78%	78%	0		1
Latinx	1,014	68%	82%	-14		146
Native American	10	70%	78%	-8		1
Pacific Islander	33	67%	78%	-11		4
Unknown ethnicity	240	89%	77%	+12		
White	496	79%	78%	+1		
Female	1,774	80%	76%	+3		
Male	1,769	76%	80%	-3		59
Non-Binary	0					
Unknown gender	39	77%	78%	-1		1
Foster youth	13	38%	78%	-40		6
Individuals with disabilities	111	78%	78%	+0		
Low Income	1,551	72%	83%	-11		178
Not Low Income	2,031	83%	72%	+11		
Veterans	61	75%	78%	-3		2

[1]The PPG-1 method follows the CCCCO method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).

In the data table above, what does the data indicate about the Success rate of various ethnic groups within your department compared to the comparison group for the most recent academic year? (i.e., as displayed in the Percentage point gap column)

The Percentage point gap between Asian students and all other students shows:

☐ there is no gap (e.g., 0)

☐ there is a negative gap of 5-percentage points or less (e.g., -5)

☐ there is a negative gap greater than 6 percentage points (e.g., -6)

☑   there is a positive percentage point gap (e.g., +2)

The Percentage point gap between Black students and all other students is:

☐   there is no gap

☐   there is a negative gap of 5-percentage points or less

☑   there is a negative gap greater than 6 percentage points

☐   there is a positive percentage point gap

The Percentage point gap between Filipinx students and all other students is:

☑   there is no gap

☐   there is a negative gap of 5-percentage points or less

☐   there is a negative gap greater than 6 percentage points

☐   there is a positive percentage point gap

The Percentage point gap between Latinx students and all other students is:

☐   there is no gap

☑   there is a negative gap of 5-percentage points or less

☐   there is a negative gap greater than 6 percentage points

☐   there is a positive percentage point gap

The Percentage point gap between White students and all other students is:

☐   there is no gap

☐   there is a negative gap of 5-percentage points or less

☐   there is a negative gap greater than 6 percentage points

☑   there is a positive percentage point gap

The Percentage point gap of one additional group of your choice:

☐   there is no gap

☐   there is a negative gap of 5-percentage points or less

☑   there is a negative gap greater than 6 percentage points

☐   there is a positive percentage point gap

☐   not applicable

Exploring Gaps in Successful Course Completion by Ethnicity

1. What differences do you see in successful course completion rates by ethnicity?

2. What are your thoughts on these differences?

3. Are there other trends that you see when drilling into the data that may be important for your department to explore (e.g., foster youth, individuals with disabilities, low income, veterans)?

4. Which additional student group did you choose to explore and why?

5. How do these trends align with your program's mission and goals?

> 1. Asian students are succeeding at a much higher rate than other students. The students with the greatest achievement gaps are Black, LatinX, Native American, and Pacific Islander students.
> 2. It's upsetting to see these differences. While we can't solve the societal pressures, structural injustices and systemic racism, but we can make better efforts to support our students towards success.
> 3. Foster youth and low income students also have significant achievement gaps. Veterans and male students have a relatively smaller achievement gap, but it still exists.
> 4. Foster youth. I believe that these students are especially vulnerable and that their challenges are not easily seen or recognized, thus making it perhaps harder to know that they could use the extra support.

Teaching and Learning Strategies

1. What teaching and learning strategies might be helpful in narrowing any gaps in successful course completion?

2. How do the listed teaching and learning strategies align with your program's mission and goals?

> 1. According to Stanford psychologist, Claude Steele, who researched stereotype threat, students need to be given high standards to reach for, along with strong assertions of belief in their abilities to reach those standards. This approach might be helpful in narrowing the gaps in successful course completion. Additional strategies might include: setting clear benchmarks; giving meaningful feedback; including culturally relevant materials; communicating individually with students; encouraging engagement and a sense of belonging; and helping students access resources.
> 2. These strategies align with departmental mission in that they are grounded in a deep respect for students as whole people, who bring enormous talents, knowledge and resources with them into the classroom. These strategies and approaches are intended to support students to achieve all that they are capable of, with sufficient resources and belief in their abilities. These strategies also align with our goal of increasing student success, especially amongst those groups who have an achievement gap, and our goal of improving equity.

Trends in Awards

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Degrees and Certificates by Ethnicity

Humanities-DA

Who uses this report:
All users who need degree and certificate data.

What is this report:
This report provides the degree and certificate counts by college, division and department. Additionally, all users could explore degree and certificate awarded by ethnicity and gender.

Measures: Awards

⟋ Award Group	Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
Credit Certificate-Transcriptable	Asian	1	4	7	3	10
	Black			1	1	
	Filipinx	3			1	2

Latinx	11	4	9	1	4
Native American					1
White	1	1	5		7
Total	16	9	22	6	24
Total	16	9	22	6	24

Data loaded 24-Oct-2023

In the data table above, what are the trends in regard to the number of awards within your program?

Trends in Associate Degrees awarded show:

☐ an increase in the number of Associate Degrees awarded

☐ a decrease in the number of Associate Degrees awarded

☐ no change in the number of Associate Degrees awarded

☑ Not applicable

Trends in Associate Degrees for Transfer awarded show;

☐ an increase in the number of Associate Degrees for Transfer awarded

☐ a decrease in the number of Associate Degrees for Transfer awarded

☐ no change in the number of Associate Degrees for Transfer awarded

☑ Not applicable

Trends in Credit Certificates awarded show:

☑ an increase in the number of Credit Certificates awarded

☐ a decrease in the number of Credit Certificates awarded

☐ no change in the number of Credit Certificates awarded

☐ Not applicable

Trends in Non Credit Certificates awarded show:

☐ an increase in the number of Noncredit Certificates awarded

☐ a decrease in the number of Noncredit Certificates awarded

☐ no change in the number of Noncredit Certificates awarded

☑ Not applicable

Reflecting on Trends in Awards

1. What trends do you see across awards in your department?

2. How do the trends in awards align with your program's mission and goals?

> 1. These trends make sense in context of the Humanities Mellon Scholar program, which is a 2-year program. The years that we have more students graduating from the HMS program, we have a higher number of Humanities Certificates awarded. The number of certificates awarded at the end of each 2-year cycle has increased.
> 2. The increase aligns with our Goal #2 - increasing the number of Humanities Certificates awarded.

Reflecting on Award Offerings

1. For each program leading to an award, identify any courses that have not been offered in the last two years. Briefly explain why the courses have not been offered. For courses that will not be offered, how does your program plan to update the program so that students can complete the requirements?

2. Based on a review of course offerings and the number of awards offered and conferred, is your department planning on removing any degrees or certificates from the college catalog? If so, please list those being removed and a short explanation as to why.

3. Does your department have any plans to offer new degrees or certificates? If so, please list and provide a short explanation as to why.

> 1. We offer all the required courses leading to the Humanities Certificate (see below):
> 2. We have no plans to remove the Humanities Certificate from the college catalog.
> 3. We have not plans to offer any new degrees or certificates at this time.
>
> Fall: two sections of HUMI 6, one section of HUMI 20
>
> Winter: two sections of HUMI 9
>
> Spring: two sections of HUMI 16
>
> F/W/S: multiple sections of HUMI 1

Staffing Trends

Faculty Workload

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Full Time Load	2.0	2.0	2.8	2.6	2.2	14%
Full Time %	23.9%	22.6%	30.8%	29.0%	23.8%	0%
Overload	1.1	1.3	1.4	1.6	1.7	47%
Overload %	14.1%	14.7%	15.4%	18.0%	18.1%	28%
Part Time Load	5.1	5.5	5.0	4.7	5.4	7%
Part Time %	62.0%	62.7%	53.8%	53.0%	58.1%	-6%
Total FTEF	8.2	8.7	9.3	8.9	9.3	15%

What trends do you see in the last five years in regard to the Full Time %? (i.e., percentage of classes being taught by full time faculty, not including overload or summer)

☐   the data trend shows an increase in Full Time %

☐   the data trend shows a decrease in Full Time %

☑   the data trend shows no change in Full Time %

Staffing Needs

Provide a brief overview of your department's staffing needs. Personnel requests are to be submitted on a separate form.

1. What are full time faculty needs to ensure the program's health, growth or vitality?

2. What are classified staffing needs to ensure the program's health, growth or vitality?

3. What strategies does your program have in place to ensure students are being successful when faced with the current staffing ratios?

4. What strategies does your program have in place to retain new faculty, if applicable?

1. We need to have Sal Breiter's position replaced immediately. The College was expecting to hire Dawn Lee Tu's replacement, but then filled the position by reassigning a full-time faculty from Humanities. This has left our Department with one full-time faculty, Lori Clinchard, who is working with a 50% release time agreement (serving as CHC Faculty Coordinator), and one full-time faculty, Wendy White, who is on reduced load in preparation for retirement, leaving us with the equivalent of just one full-time faculty. We currently do not have enough faculty to cover all our scheduling needs, even with the part-time faculty we have, and one new part-time faculty member who we have just hired. We count on strong full-time Humanities presence to recruit for the Humanities Mellon Scholars Program, and the loss of this faculty position threatens the strength and success of this important program.
    1. ***Note:** The Humanities Dept has been one of the strongest drivers of enrollment within the SSH Division, which is itself a strong driver of enrollment within the College.
    2. The Humanities' *course fill rate* has stayed between *95%-109%* for the past five years.
    3. At a time when College enrollment is *down 13.4%*, Humanities enrollment is *up 2%*.
2. The Humanities Dept, like all of the SSH departments, would benefit from a Division Counselor to ensure that students are well-educated and aware of their options in terms of courses, programs, degrees, certificates and support services.
3. Faculty all do their best to connect with students individually, to share resources, and to make themselves available to students. However, there is no replacement for sufficient staffing.

Assessment Cycle
Student Learning Outcomes Assessment Cycle

Navigate to https://www.deanza.edu/slo/#post which will take you to an accordion listing of SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division"

1. Summarize the dialogue that has resulted from SLO and/ or PLO assessments.

2. What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?

3. How do these strategies align with the program's mission and goals.

1.A common reflection in the assessments was that students who completed the work met or exceeded the Student Learning Outcomes, and that the majority of those who didn't were students who didn't complete their coursework. It appears that students who are engaged and participating in the class are more likely to succeed. In other words, the key factors seem to happen before assignments are turned in for grading.

2. A key strategy we plan to implement is to reach out individually to students early on in the quarter who are receiving low scores or not turning in their work. We need to let these students know we want them to succeed, and talk with them to determine how we might help.

3. This strategy assigns with our mission to create a rich learning environment for all students, and with our goals to improve equity and improve success rates.

Dean/Manager Comments

I support the narrative and goals written above.

STOP. Do not submit form. Please inform your dean/manager when the form is complete. They will submit the form when they have added their comments above.

This form is completed and ready for acceptance.