**Instructions**: The first column below matches key words in TracDat where you will enter the requested information. The second column fully describes the information that the IPBT is requesting. It also represents the information you would see if you pressed the help button (a question mark) by each box in TracDat. The third column is where you can input your data/responses at this time. You will be able to copy and paste or type in your information from the third column directly into the TracDat boxes. Save this Word doc in the following format: sp20cpr\_deptname. Last steps: ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. Upload a copy of this document into the Trac Dat, “Documents file”. Also upload the Program Review Data sheet(s). If you have questions, please refer to your workshop handout (<http://www.deanza.edu/slo/tracdat.html>) or contact: [papemary@fhda.edu](mailto:pappemary@fhda.edu).

Section I: Overall program description (including CTE)

Section II: Overall student enrollment and success

Section III: Equity

Section IV: Assessment Cycle

Section V: Resource requests

In TracDat. Limit narrative to 100 words; bullet points encouraged

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|  | **Information Requested** | **Explanation of Information Requested.**  **? TracDat Help button will reveal the same cues (sorry no hyperlinks)** | **Input your answers in columns provided. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your explanations.** |
|  | **Program Description** |  |  |
| I.A.1 | Department Name: |  | Humanities |
| I.A.2 | Program Mission Statement: | “What are your Program Learning Outcomes? How do your Program Learning Outcomes relate to the mission of De Anza College and our Institutional Core Competencies”? (<http://www.deanza.edu/about/missionandvalues.html>) | The Humanities engage students in critical analysis of how they know what they know and promote recognition of the rich human plurality of histories, truths and worldviews. A strong multidisciplinary foundation draws connections between and among academic and intellectual domains of the arts and sciences, as well as the philosophies and religions of the world. A multicultural approach encourages broad synthesis of human issues and a discussion of the relationship between an individual and historical, cultural and social milieu. Students are compelled to recognize themselves as active creators of cultural change in a diverse and increasingly global context. |
| I.A.3 | What is the Primary Focus of Your Program? | Select Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Transfer |
| I.A.4 | Choose a Secondary Focus of Your Program. | Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Personal Enrichment |
| I.B.1 | # Certificates of Achievement Awarded | If applicable, enter the number of Certificates of Achievement awarded during the current academic year. Please refer to:  <http://deanza.fhda.edu/ir/AwardsbyDivision.html>  Leave blank if not applicable to your program. |  |
| I.B.2 | # Certificates of Achievement-Advanced Awarded: | If applicable, enter the number of Certificates of Achievement - Advanced awarded during the current academic year. Please refer to <http://deanza.fhda.edu/ir/AwardsbyDivision.html> .  Leave blank if not applicable to your program. |  |
| I.B.3 | # ADTs (Associates Degrees for Transfer) Awarded | List Associate Degree Transfer awarded by you department during the current academic year. Please refer to <http://deanza.fhda.edu/ir/AwardsbyDivision.html>  Leave blank if not applicable to your program. |  |
| I.B.4 | # AA and/or AS Degrees Awarded: | If applicable, enter the number of Associate of Arts or Associate of Science degrees awarded during the current academic year. Please refer to <http://deanza.fhda.edu/ir/AwardsbyDivision.html>  Leave blank if not applicable to your program |  |
| I.C.1 | CTE Programs: Impact of External Trends | Career Technical Education (CTE) programs: provide regional, state, and labor market data, employment statistics. Refer to "CTE Program Review Addenda" at: https://www.deanza.edu/workforceed/ged/  Identify any significant trends that may affect your program relative to: 1) Curriculum Content; 2) Future plans for your program e.g. enrollment management plans. |  |
| I.C.2 | CTE Programs: Advisory Board Input: | Career Technical Education (CTE) programs: provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.). Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions. |  |
| 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: 0 = no change; (- #) decreased; # increased; leave blank if not applicable to your program |  |
| 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: 0 = no change; (- #) decreased; # increased; leave blank if not applicable to your program |  |
| 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: 0 = no change; (- #) decreased; # increased; leave blank if not applicable to your program |  |
| I.E.1 | Full Time Faculty (FTEF) | For ALL programs: Refer to your program review data sheet. <http://deanza.fhda.edu/ir/program-review.14-15.html> . | 2.2 |
| I.E.2 | # Student Employees | State number of student employees and if there were any changes: 0 = no change; (- #) = decreased; # = increased; blank if not applicable to your program | 0 |
| I.E.3 | Full-time to Part-time ratio % of Full -time Faculty Compared to % Part-time Faculty Teaching | Compare the changes in % of FT and PT faculty teaching in your department?  0 = no change; (- %) = decreased; % = increased; blank= not applicable to your program. Refer to your program review data sheet. <http://deanza.fhda.edu/ir/program-review.14-15.html>. | Full-time faculty teaching decreased from 24% to 22% in the past year, while part-time faculty teaching increased from 60% to 63%. Full-time faculty overloads decreased from 17% - 15%. |
| I.E.4 | # Staff Employees | State number of staff employees and if there were any changes: 0 = no change; (- #) = decreased; # = increased; blank if not applicable to your program 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 of employees/resources has impacted your program. Leave blank if not applicable to your program. | The load factor for full-time Humanities faculty changed from .11 to .089, meaning that full-time faculty now teach 11 classes a year instead of 9 for the same pay. Part-time faculty now teach 7 classes instead of 6 for slightly less pay, and full-time faculty teaching overloads or in the summer receive significantly less pay for the same amount of work. |
|  | **Enrollment** |  |  |
| II.A.1 | Enrollment Trends | What significant changes in enrollment have you seen in the last three years? Refer to <http://deanza.fhda.edu/ir/program-review.14-15.html> | As mentioned in the field above, the 3,713 students served in the 2014/15 school year represents an improvement of 7.7% from the previous year and a significant (15%) growth from the 3,210 students served in 2012/13. The division as a whole has decreased enrollment by 1.5% in the past year and the college has decreased enrollment by 3.7% in the past year, so our 7.7% increase is significant in comparison. |
| II.B.2 | Overall Success Rate | What significant changes in student success rates have you seen in the last three years? | Overall success rates in Humanities courses have increased from 73% to 76%. |
| II.B.3 | Plan if Success Rate of Program is Below 60% | In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% <http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf>  If course success rates in your program fall below 60%, what are the department’s plans to bring course success rates up to this level? Leave blank if N/A. |  |
| II.C.4 | 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, program reorganization, staffing 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. |
|  | **Equity** |  |  |
| III.A | Growth and Decline of Targeted Student Populations | Briefly, address student enrollment data relative to your program’s growth or decline in targeted populations: African Americans, Latinos, Filipinos. (Refer to http://deanza.fhda.edu/ir/program-review.14-15.html ) | Enrollments in our courses have grown 6.1% overall in the past year with a 2.3% increase in sections. Targeted student population enrollment grew by 5.4%, while non-targeted student population enrollment grew by 6.5%. Targeted student population enrollment accounts for 35.5% of our student enrollment, roughly the same as it was last year. The enrollment gain in the past year for the targeted populations is larger than both the 3.7% increase for the division and the 1.2% increase for the college. Non-targeted groups dropped 2.8% in the division and 1.9% in the college.  African Ancestry student enrollment in our courses increased by 17.1% in the past year, while Filipino student enrollment increased by 12.9%, and Latino/a student enrollment increased by less than 1%. Pacific Islander student enrollment remains flat at 30 students total. Growth in enrollments of African Ancestry and Filipino students are markedly higher than those of the division, while growth in enrollment of Latino/a students is slightly less than those of the division. Growth in enrollments of African Ancestry and Filipino students are markedly higher than those of the college, while growth in enrollment of Latino/a students is similar to those of the college.  In the past year, success rates for targeted populations have remained steady at 64%, and success rates for not targeted populations increased from 77% to 82%, which means that the equity gap grew from 13% to 18%. In the past year, African Ancestry student success rates dropped by 8%, Filipino student success rates increased by 1%, Pacific Islander student success rates increased by 3% and Latino/a student success rates increased by 2%. Over two years, African Ancestry students showed a decrease of 5%, Filipino students showed a increase of 10%, Pacific Islander students show a increase of 22%, and Latino/a students remained level. It is important to note that African Ancestry students were the only student population to show a dramatic increase in withdrawal rates, with an increase from 13% to 21% in the past year. African Ancestry student non-success rate actually decreased by 2% in the past year. |
| III.B | Closing the Student Equity Gap: | What progress or achievement has the program made relative to the plans stated in your program’s 2013 -14 Comprehensive Program Review, Section II.A.3, towards decreasing the student equity gap? See IPBT website for past program review documentation: <http://deanza.edu/gov/IPBT/program_review_files.html> | The Humanities department is committed to student equity. Over time, we have seen a consistent pattern in increase of overall enrollment but minor/unsatisfactory change in our success metrics. Gains in a given year might be followed be a partial slip in the next and then a recovery to the original numbers in the year that follows. It is difficult to discern whether the tendencies we see in our own numbers are based on what is happening in our classroom or outside our classroom. We are having a difficult time discerning 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. It must be noted here that information regarding growing outside economic constraints on targeted student populations would assist in evaluation of our pedagogical practices. It is possible that the Humanities program must reassess the relationship between basic skills and content while maintaining high standards and high expectations in the classroom. Differential preparedness between student populations presents a challenge that we must develop skills to meet. It seems clear that Humanities courses must assist students in building the basic skills they need for success in our classrooms and beyond. During the 2013/14 school year, a number of Humanities faculty piloted student-centered experiential projects in our introductory course as part of the Teagle grant that engaged students in social and environmental issues. This Spring 2016, we are excited that our Creative Minds course will become one of the first courses at the college to fulfill the new Civic Engagement and Environmental Sustainability GE requirement and that our commitment to student empowerment for change will encourage success and retention for all students, and particularly for students in targeted populations. In addition, 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. |
| III.C | Plan if Success Rate of Targeted Group(s) is Below 60% | In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60%  <http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf>  Are success rates of targeted groups at or above 60%? If not, what are the department’s plans to bring the success rates of the group(s) up to this level? This applies to African American, Latino/a and Filipino students. | Targeted ethnic groups overall success rates hover around 64%, representing an overall equity gap of 18%. African American student success in Humanities courses for 2014/15 was 52%, which is significantly under the 60% threshold. This ethnic group remains our most persistently non-successful student population. This said, we have been successful in attracting significant increases in enrollment by African American students and have seen decrease in non-success rates due to higher withdrawal rates. We are hopeful that the implementation of concerted strategies by Humanities faculty to utilize pedagogies of engagement in their classrooms will help us retain and increase success rates for African Ancestry students.  Please also see III.B (above) for a description of our department's current equity efforts. In particular, the inclusion of African Ancestry scholars, authors, artists and role models can serve to further reinforce high expectations for African Ancestry students and communicate faculty's belief in their students' capacity for success. |
| III.D | Departmental Equity Planning and Progress | What progress or achievement has the program made relative to the plans stated in your departmental 2014-15 Equity Plan? | Please see III.B and III.C above. |

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|  | **Assessment Cycle** |  |  |
| IV.A | PLOAC Summary | Give the percentage of Program Level Outcome statements assessed to date. Run Ad Hoc report entitled “XXX PLOAC Work” and scroll to the bottom of the report for counts. Then calculate #Reflections & Analysis/#PLO statement times 100. This percentage may be over 100% or 0%. All program level outcomes are to be assessed for a minimum of a second time before the Comprehensive Program Review in Spring 2019. | 0%. At this time, we have not started Cycle 2 of the PLOAC process. The Humanities department plans to consult with the SLO coordinators to determine where in the SLOAC process the assessment of PLO's makes sense. |
| IV.B | SLOAC Summary | Give the percentage of Student Level Outcome statements assessed to date. Run Ad Hoc report titled “XXX SLOAC work- Active Only” and scroll to the bottom of the report for counts. Then calculate #(Reflections & Analysis + #Archived from ECMS) /#SLO statement times 100. (N.B. Number of SLOs assessed and archived from ECMS is the last item in Department -> General Information page.) This percentage may be over 100% or 0%. All course level outcomes are to be assessed for a minimum of a second time before the Comprehensive Program Review in Spring 2019. | 7.7%. The Humanities department has developed a plan with the SLO coordinators to align the SLOAC process with our 5 year curriculum revision plan. This will ensure that SLO's become a regular part of our yearly routine. |
|  | Resource Requests |  |  |
| V.A | Budget Trends | Describe impact, if any, of external or internal funding trends 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. |  |
| V.B | Funding Impact on Enrollment Trends | 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: <http://deanza.edu/ir/program-review.14-15.html> |  |
| V.C1 | Faculty Position(s) Needed | A drop down menu will allow you to choose: Replace due to Vacancy, Growth, 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. |  |
| V.D.1 | Staff Position(s) Needed | A drop down menu will allow you to 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.1 | Equipment Requests | A drop down menu will allow you to choose: Under $1,000 or Over $1,000 or no equipment requested |  |
| V.E.2 | Equipment Title, Description, and Quantity | * Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warrantees etc. * Did this request emanate from a SLOAC or PLOAC process? * Does this item require new or renovated infrastructure (e.g. wireless access, hardwire access, electric, water or heat sources . . . ) |  |
| V.E.3 | Equipment Justification | * Do you have assessment data available to justify this request for equipment? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or Advisory Board input to support this need. If not, provide other data to support this need. * Who will use this equipment? * What would the impact be on the program with or without the equipment? * What is the life expectancy of the current equipment? * How does the request promote the college mission or strategic goals? Refer to mission: <http://deanza.edu/about/missionandvalues.html> and strategic goals (page 15 <http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf> |  |
| V.F.1 | Facility Request | Name type of facility or infrastructure items needed. Renovation vs new. Identify associated structures needed to support the facility e.g. furniture, heat lamps, lighting, unique items above and beyond what is normally included in a similar facility. |  |
| V.F.2 | Facility Justification | * Do you have assessment data available to justify this request? 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. * Who will use this facility? * What would the impact be on the program with or without the facility? * What is the life expectancy of the current facility? * How does the request promote the college mission or strategic goals? |  |
| V.G. | Equity Planning and Support | Has this work generated any need for resources? If, so what is your request? |  |
| V.H.1 | Other Needed Resources | List resource needs other than faculty, staff, facility, and equipment needs. For instance, assistance in working with counselors, finding tutors to work with students, support for assessment projects. | We strongly encourage the institution to decrease all faculty workload through adjustments in Load and Class Size. |
| V.H.2 | Other Needed Resources Justification | Do you have assessment data available to justify this request? If so, provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need. | We see the recent changes in Load and Class Size, while intended to create greater parity, as a part of a movement toward standardization that is demoralizing for faculty. The recent increases in Load and Class Size make it more difficult for Humanities faculty to offer a real depth of transformative experience for students, as they require faculty to do more work, for less pay. A decrease in faculty workload would allow for greater individual attention to each student. |
| V.J. | “B” Budget Augmentation | How much? Who/what could be supported if this additional funding was awarded? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals? Refer to mission: <http://deanza.edu/about/missionandvalues.html> and strategic goals (page 15 http://www.deanza.edu/emp/pdf/EMP2015-2020\_11-18-15.pdf  State the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need.  If you do not deal with the B budget directly, you can use the comment: “please refer to the Dean’s summary”. |  |
| V.K..1 | Staff Development Needs | What would the impact be on the program with or without meeting this need? How does the request promote the college mission or strategic goals? Refer to mission: <http://deanza.edu/about/missionandvalues.html> and strategic goals (page 15 <http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf> |  |
| V.K.2 | Staff Development Needs Justification | Do you have assessment data available to justify this request for staff development? 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 |  |
| VI. | Closing the Loop | How do you plan to reassess the outcomes after receiving each of the additional resources requested above? N.B. For the Comprehensive Program Review the question becomes “What were the assessments showing the results of receiving the requested resources over the last five years?” |  |
|  | Submitted by: | APRU writer’s name, email address, phone ext. | Lori Clinchard, [clinchardlori@fhda.edu](mailto:clinchardlori@fhda.edu), x8988 |
|  | Last Updated: | Give date of latest update (Set next box to YES when done and ready for Dean review). | 3/21/16 |