


 Dept - (SSH) Humanities


2019-20 Annual Program Review Update Submitted By: Lori Clinchard

APRU Complete for: 2019-20

Program Mission Statement: 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 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 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 fact, the most offered course in our curriculum, Humi 1, Creative Minds, is one of the core courses that students can take to fulfill the new Environmental Sustainability and Global Citizenship graduation requirement.

I.A.1 What is the Primary Focus of Your Program?: Transfer

I.A.2 Choose a Secondary Focus of Your Program?: Personal Enrichment

I.B.1 Number Certificates of Achievement Awarded: 16

I.B.2 Number Certif of Achievement-Advanced Awarded:

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded:

I.B.4 # AA and/or AS Degrees Awarded:

I.B.5 Trends in # Degrees Awarded: 1. The Humanities Mellon Scholar Program is currently our primary draw for students toward achieving the Humanities Certificate. The first cohort of Mellon Scholars is finishing their 2-year program this Spring, so we expect an increase in 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.B.6 Strategies to Increase Awards:

I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics:**I.C.2 CTE Programs: Labor Market Demand and Industry Trends ::****I.D.1 Academic Services & Learning Resources: #Faculty served:****I.D.2 Academic Services & Learning Resources: #Students served:****I.D.3 Academic Services & Learning Resources: #Staff Served:****I.E.1 Full time faculty (FTEF): 8.2****I.E.2 #Student Employees:**

I.E.3 Full Time Load as a %: Full-time faculty teaching decreased slightly from 24.2% to 23.9%

I.E.4 # Staff Employees:**I.E.4 #Staff Employees:****I.E.5 Changes in Employees/Resources:**

II.A Enrollment Trends: The 3,509 students enrolled in the 2018/19 school year represent a decline of -4.2% from the 3,661 enrolled in 2017/18. There has been a -12.9% decrease in students enrolled in the past 5 years.

In comparison, the SSH division as a whole has decreased enrollment by -1.1% in the past year and -21.1% in the past 5 years; and the college has decreased enrollment by -5.5% in the past year, and -19.8% during the same period.

Therefore, the Humanities department is so far maintaining enrollment at a better rater than the SSH division or the college as a whole.

Our productivity has increased by 8.7% over the past 5 years.

II.B Overall Success Rate: Overall success rates in Humanities courses have gone up from 79% last year, and from 76% five years ago, to 82% in 2018-19.

II.C Changes Imposed by Internal/External Regulations: 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.

III.A Program Success: Enrollments in our courses have declined -4.2% overall in the past year. Targeted student population enrollment declined by -5.8% from 2017/18 to 2018/19 and by 7.4% over the past five years. Targeted student population enrollment now accounts for 38.6% of our

student enrollment, up slightly from 38% from last year. This percentage is somewhat higher than the De Anza College targeted student population enrollment of 35.1%.

Latinx students make up 28% of our enrollment, and also make up 24% of De Anza College enrollment.

Filipinx students make up 6% of our enrollment, while they make up 6% of De Anza College enrollment.

African Ancestry students make up 4% of our enrollment, while they make up 4% of De Anza College enrollment.

Pacific Islander students make up 1% of our enrollment, while they make up 1% of De Anza College enrollment.

III.B Enrollment Trends - Equity Lens: The largest ethnic group within the targeted population is Latinx. This group's student enrollment increased by 7%, to a total of 974 students, with a five-year increase of 11.6%.

Filipinx student enrollment decreased by 23.7%, from 299 students to 228, with a five-year decrease of 27.2%.

African Ancestry student enrollment in our courses decreased by 29.3% in the past year (from 184 to 130), with a five-year decrease of 47%.

Pacific Islander student enrollment decreased by 50%, from 44 to 22, with a five-year decrease of 26.7%.

*In all of these populations, it is important to note that the sample sizes are relatively small, so percentage changes are sometimes misleading and may appear to represent trends rather than normal fluctuation. It is useful to also look at the actual numbers of students.

III.C Success, Non-Success and Withdraw Rates: Success:

- African American: 70% (up from 66% last year)
- Latinx: 70% (same as last year)
- Filipinx: 82% (up from 73% last year)
- Pacific Islanders: 64% (up from 59% last year)
- Asian: 90% (up from 87% last year)
- White: 84% (up from 81% last year)

Withdraw Rates:

- African American: 10% (up from 9% last year)
- Latinx: 10% (same as last year)
- Filipinx: 4% (down from 12% last year)
- Pacific Islanders: 9% (down from 14% last year)
- Asian: 4% (down from 5% last year)
- White: 7% (down from 8% last year)

Student Equity Gap:

African American + Latinx + Filipinx + Pacific Islander versus Asian + White

2014-15: 64.5% vs. 82% = 17.5% success gap

2015-16: 69% vs. 82.3% = 13.3% success gap

2016-17: 71.5% vs. 83.9% = 12.4% success gap

2017-18: 69.4% vs. 85.4% = 16% success gap

2018-19: 71.5% vs. 88.8% = 17.3% success gap

III.D Equity Planning and Support: 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) In Spring 2016, our Creative Minds became one of the first courses at the college to fulfill the new Civic Engagement and Environmental Sustainability GE requirement. Our intention is that our commitment to student empowerment for change will encourage success and retention for all students, and particularly for students in targeted populations.
- 3) The Humanities department is at the forefront of a division wide push to engage faculty in a discussion about pedagogies of engagement that have successfully 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.
- 4) 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.
- 5) 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 will be watching to see what effects AB750 will have on our De Anza student population, and on the targeted populations in particular.

III.E Departmental Equity Planning and Progress: 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 the classified Program Coordinator for Skills, and the loss of funding for 20% of tutoring hours due to DASB reduction and student salary increase. These changes make it harder to expand and integrate academic support into classroom instruction to address changing needs related to AB705, Guided Pathways, and CCCC 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 and also participates in the De Anza Equity Action Team.

III.F Assistance Needed to close Equity Gap: Yes

IV. A. SLOAC Summary: PLOAC: 200%; SLOAC: 100% *Note: Humi 2 and 20 have rarely been taught over the past several years, often due to class cancelations.

IV.B Assessment Planning: HUMI 10 AND HUMI 15

V.A Budget Trends: Please see SSH Division Dean's budget data

V.B Funding Impact on Enrollment Trends:

V.C.1 Faculty Position(s) Needed: None Needed Unless Vacancy

V.C.2 Justification for Faculty Position(s):

V.D.1 Staff Position(s) Needed: None needed unless vacancy

V.D.2 Justification for Staff Position(s):

V.E Equipment Requests: No Equipment Requested

V.F Facility Request:

V.G Other Needed Resources:

V.H.1 Staff Development Needs:

V.H.2 Staff Development Needs Justification:

V.I Closing the Loop:

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