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 Department Chairs/Program Leads: Please press the edit symbol in the right-hand corner to update. 

Below, the text in bold corresponds both to the name of the box when editing this page and also to the first-column on the APRU worksheet. If you have questions, please contact: papemary@fhda.edu.

▼  **Dept - (SSH) Humanities**

**For 2017-18 Submitted by::** Lori Clinchard

**APRU Complete for:** 2016-17

**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:** 0

**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.C.1. CTE Programs: Impact of External Trends:**

**I.C.2 CTE Programs: Advisory Board Input:**



**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): 9.3**

**I.E.2 #Student Employees: 0**

**I.E.3 % Full-time :** Full-time faculty teaching decreased from 23.1% to 22.1% in the past year, with a -2% decrease over the past five years.

**I.E.4 #Staff Employees:**

**I.E.5 Changes in Employees/Resources:** Full-time faculty overloads increased from 12% to 14.4%, with a five-year decrease of -13%. Part-time faculty teaching decreased from 64.8% to 63.5%, with a 5% increase over the past five years. These changes are the result of a change in load factor, not to any significant change in scheduling. Full-time load went from 9 classes a year to 11 classes a year, and part-time load went from 6 classes to 7.

**II.A Enrollment Trends:** The 3,820 students enrolled in the 2016/7 school year represent a decline of -4.3% from the 3,992 enrolled in 2015/16, and a -5.2% decline from the 4,029 students enrolled in the 2014/15 school year. However, there is still a 9.5% increase overall from the 3,490 students enrolled in 2012/13. In comparison, the SSH division as a whole has decreased enrollment by -7.6% in the past year and -11.9% since 2012/13; and the college has decreased enrollment by -6.1% in the past year, and -11.2% since 2012/13. Therefore, the Humanities department is so far maintaining enrollment at a better rate than the SSH division or the college as a whole. It is also worth noting that our increase in sections (17.3%) may be skewed due to the inclusion of our Honors classes, as well as the increase in part-time load from 6 to 7 classes. Our productivity has actually increased by 10.7% over the past 5 years

**II.B.1 Overall Success Rate:** Overall success rates in Humanities courses increased from 77% to 79% from 2015/16 to 2016/17, and are up from 73% in 2012/13.

**II.B.2 Plan if Success Rate of Program is Below 60%:** Overall success rates in Humanities courses remains steady at 73%.

**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 Growth and Decline of Targeted Student Populations:** Enrollments in our courses have declined -4.3% overall in the past year with a 2% increase in sections.



Targeted student population enrollment declined by -10.5% from 2015/16 to 2016/17. Targeted student population enrollment now accounts for 37% of our student enrollment, down from 39.5% from last year. The largest ethnic group within the targeted population is Latino/a. This group's student enrollment decreased by -10.9%, with a total of 936 students, down from 1050 in 2015/16, although still up from the 2012/13 total of 779 (5 year increase of 20.2%). Filipino/a student enrollment decreased by -10.7%, with a total of 293 students, down from 328 in 2015/16, and close to the 2012/13 total of 299 (5 year decrease of 2%). African Ancestry student enrollment in our courses decreased by -8.5% in the past year (from 200 to 183), up from 175 in 2012/13 (5 year increase of 4.6%) Pacific Islander student enrollment increased 5.7% (from 35 to 37). 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.B Closing the Student Equity Gap:** In the past year, success rates for targeted populations have increased from 69% to 71%, and up from 63% in 2012/13, while success rates for not targeted also increased from 82% to 84%, which means that the equity gap remained at 13%. The equity gap is down from 16% over a five-year period. Latino/a student success rates increased from 67% to 69%. Filipino student success rates increased from 78% to 83%. African Ancestry student success rates dipped from 68% to 67%. Pacific Islander student success rates increased from 54% to 73%. (It is worth noting that this last group is numerically small; there were 27 successful students this year compared to 19 last year.)

**III.C Plan if Success Rate of Targeted Group(s) is Below 60%:** The Humanities department is committed to student equity. This past year, we saw a decline in enrollment of targeted student populations, in accord with the overall Humanities department, SSH division, and college-wide drops in enrollment. However, we continue to see growth in targeted group success rates. In addition, the equity gap between targeted and non-targeted groups has remained at 13% over the past two years, but is down from 16% 5 years ago. Gains in a given year are sometimes followed by a partial slip in the next and then a recovery to the original numbers in the year that follows. 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. It must 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. 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 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. The Humanities department also recently received a grant from the Mellon Foundation to encourage success and scholarship in the Humanities among target student populations.

**III.D Departmental Equity Planning and Progress:** See III.B and III.C above.

**IV.A Cycle 2 PLOAC Summary (since June 30, 2014):** 100%.

**IV.B Cycle 2 SLOAC Summary (since June 30, 2014):** 76% The Humanities department has implemented a plan to align the Humanities SLOAC process with our 5-year curriculum revision plan. The remaining 24% SLO assessments will be completed in accordance with that schedule.

**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.1 Equipment Requests:** No Equipment Requested

**V.E.2 Equipment Title, Description, and Quantity:**

**V.E.3 Equipment Justification:**

**V.F.1 Facility Request:** A social sciences and humanities computer lab

**V.F.2 Facility Justification:** Currently, there is no computer lab on campus that can be reserved by faculty in the Social Sciences and Humanities for the purposes of teaching students in real-time data analysis techniques, online research, library and web-based research, and writing. There is no computer lab available for SSH students working on SSH assignments. This will become an increasing disadvantage for SSH students with the termination of student fees and the increasing use of electronic documents. We could go on at great length about the need for such a lab—feel free to contact us for a full pitch on the subject.

**V.G Equity Planning and Support:**

**V.H.1 Other Needed Resources:** We strongly encourage the institution to decrease all faculty workload through adjustments in Load and Class Size.

**V.H.2 Other Needed Resources Justification:** 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:** We will need a sizable increase in our B budget for copying fees with the elimination of student fees. Many will argue that all materials should simply be placed online but there is a significant DIGITAL DIVIDE among our students and many of them do not have consistent access to a computer. Requiring students to access documents online will systematically disadvantaged those students who are already most marginalized and vulnerable.

**V.K.1 Staff Development Needs:**

**V.K.2 Staff Development Needs Justification:**

**V.L Closing the Loop:**

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**#SLO STATEMENTS Archived from ECMS:** 14

