De Anza College

Program Review – Annual Update Form

<u>HUMANITIES – Jan 2025</u>

(Prepared by Lori Clinchard)

1. **Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members**. Our department faculty reviewed the feedback and had a meaningful conversation about the various issues, reflecting on the possible causes and also on possible solutions or improvements.

   - **<u>Reflection on Enrollment Trends and Exploring Success Rates</u>**: our faculty discussed the possibility that enrollment rates are up for Humanities while down for the campus at large because of the popularity of Humi 1, Creative Minds. This is a class that helps students learn about themselves as learners, and thus indirectly helps them in other subjects. Students often say they think everyone should take this class, and they tell their friends about it. We also asked ourselves why while enrollment is up, success rates are down, and why success rates seemed to be lower in the face-to-face classes than in asynchronous classes. Our faculty had some insightful observations. They noted that students who struggle the most in school seem to prefer in-person classes; they know they need that person-to-person interaction. But those same students also often have trouble making it to all the classes, and so their grades suffer. Whereas students who already tend to do well in school, and who can succeed online, are flocking to the asynchronous online classes, where they don't need to drive or take the bus, where they can study from home and talk to their teachers from home, and so they are succeeding in higher numbers. Another observation was that because the asynchronous classes are more popular and fill up faster, sometimes the in-person classes are the only classes students can get if they are less successful getting themselves enrolled and registered.

   - **<u>Exploring Gaps in Successful Course Completion by Ethnicity</u>**: faculty discussed the importance of good, equitable teaching practices, the implementation of RSI protocol, and their participation in Professional Development equity workshops. Some of them offer participation points and have students do some of their reading in class; others make sure to scaffold writing assignments; all make efforts to check in with inactive students and to communicate their belief in students while also offering them student success resources.

   - **<u>Reflecting on Trends in Awards</u>**: the Humanities Mellon Scholars program has been the primary driver of Humanities Certificates, and the program is ending in June '25. We will have to reassess the pattern and trends going forward without the existence of this program. In most institutions, "humanities" is an umbrella term, like "social sciences", so students can't usually transfer into a Humanities program elsewhere. Our strength has always been the education we offer to *all* students, especially our STEM students, who benefit from the humanities perspective.

- **SLO Assessment:** our department now has just one full-time faculty, so conversation about SLOs mostly takes place one-on-one, between the one full-time faculty member and individual part-time faculty who are doing and turning in their SLO assessments. We can expect these conversations to be richer and more substantive and frequent once we have replaced the two faculty who left or retired.

2. **Describe any changes or updates that have occurred since you last submitted program review (comprehensive program review [submissions](#))**

   Full-time Humanities faculty Wendy White has retired, leaving the department with just one full-time faculty who is on ~50% reduced load (Faculty Coordinator of California History Center).

3. **Provide a summary of the progress you have made on the goals identified in your last program review (as included in the comprehensive program review).**
   1) **Goal #1: Improve Success Rates:** we have not improved our success rates and we are trying to figure out why. We expect that the inclusion of RSI practices will improve student success this year and next, and we have committed to making increased use of the Canvas tool "Message students who…" and De Anza's Early Alert tool.
   2) **Goal #2: Increase Humanities Certificates**: we conferred 14 certificates in 2023-24, which was an increase from 5 in 2022-23, but the two years prior to that were 11 each, so it wasn't as large of an increase as it appears, but still an improvement. With the Humanities Mellon Scholars program ending, we may need to reconsider this goal.
   3) **Goal #3: Diversify Humanities Course Offerings**: we have not yet initiated any new courses, but we have been discussing the possibilities during department meetings. Some like the idea of an AI and ethics course, while others would like to see a more traditional survey course. We'd also like to offer more honors options for our Humanities courses.

4. **If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.** We have already amended our resource request from last year to ask for TWO faculty replacements – one to replace Sal Breiter, and one to replace Wendy White. During 2022-2023, the Humanities Department taught 110 sections and 3,582 students, and in 2023-24 we taught 3,753 students. We have great part-time faculty, but our students and department need and deserve more than one full-time faculty with release time.

5. **Describe the impact to date of previously requested resources (personnel and instructional equipment) including both requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been able to and unable to accomplish due to resource requests that were approved or not approved?** Without enough full-time faculty personnel, students suffer. The one existing faculty is doing all of the administrative and reporting work, including curriculum review, SLOs, faculty and student evals, along with the Department Chair duties which, while compensated, still take up quite a bit of time. There just isn't enough time for one person to do all this and also to work on our goals of Humanities Certificates and potential new course initiation. If we get more Humanities faculty personnel, it will allow our department to thrive again, to bring back a strong and collaborative team who could work together to support and inspire our students.

6. **How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?** When we had three full-time Humanities faculty, we had a stronger presence on campus, and were more visible and available to students who benefit the most from one-on-one communication and connection. We were better able to be present at our Village, and to show up for student events, which contributed to a sense of belonging and inclusion. Students who are disproportionately impacted suffer when our department loses its strong vital core of a full-time faculty team, as there is just less effort, energy, and people power to show up for them.

7. **Refer back to your Comprehensive Program Review under the section titled Assessment Cycle as well as the SLO website (https://www.deanza.edu/slo/) for instructional programs. In the table below provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.**

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

Learning Outcome (SLO, AUO, SSLO)	**Humi 16 SLO:** Analyze the dynamic relationship between contemporary culture, artistic expression, and individual assumptions, beliefs and values.
Method of Assessment of Learning Outcome	The SLO assessment was embedded in a critical writing assignment that involved the analysis and interpretation of an art form as an expression of contemporary culture.

(please elaborate)	
Summary of Assessment Results	21 students exceeded expectations; 8 students met expectations; 2 students approached expectations; and 0 students did not meet the outcomes.
Reflection on Results	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 expression. Through this assignment, the majority of students demonstrated interpretive and analytical skills to access the effectiveness of the visual message. Additionally, students demonstrated their ability to provide subjective analysis and their capacity to synthesize ideas conveyed in art with their personal experiences and beliefs. This assessment illustrated the effectiveness of utilizing assignments that incorporate direct experience to foster a greater depth of understanding and personal connection to course material in comparison to assignments based primarily on research.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	While most students were able to recognize the connection between art and ideas, some students seemed less confident to provide subject analysis and interpretation. This encourages me to develop additional curriculum that incorporates a self-reflective element such as in-class opportunities to explore how attitudes and personal experiences influence perceptions about art.

Done? Please email this form to your dean/manager.

8. Dean Manager Comments:

The Humanities program is one of the largest departments within the Social Sciences and Humanities Division, offering a diverse range of classes that appeal to a broad spectrum of students, including international students. Despite the high demand for these courses, the department currently faces a shortage of full-time faculty who can further advance its mission. In an era defined by advancements in AI, it is crucial to have humanities faculty who can champion the integration of technology with a focus on humanity. Experts in this field are uniquely positioned to lead vital conversations that ensure technological progress remains rooted in ethical and human-centered principles.

To strengthen this robust and dynamic department, the addition of more full-time faculty is essential. By investing in this area, we can not only support the growing demand but also work

toward achieving the department's goals, such as developing new certificate programs that expand opportunities for students.