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. You will be able to copy and paste or type in your information into the TracDat boxes. **SAVE OFTEN WHILE ENTERING INFO!!!!!** ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. You will save program review as a pdf through the print option of your browser. This is the document you will send to your Dean and it is the document that will be posted on the De Anza website. If you have questions, please refer to your workshop handout (http://www.deanza.edu/slo/tracdat.html) or contact: papemary@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

	Program Description		
	Department Name:		Humanities
	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.1	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.2	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	

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		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.edu/ir/program-review.15-16.html	
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	
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.edu/ir/program-review.15-16.html .	Full-time faculty teaching increased from 22% to 23% in the past year, while part-time faculty teaching increased from 63% to 65%. Full-time faculty overloads decreased from 15% - 12%.

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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.	
	Enrollment		
II.A	Enrollment Trends	What significant changes in enrollment have you seen in the last three years? Refer to http://deanza.edu/ir/program-review.15-16.html	The 3,992 students enrolled in Humanities in the 2015/6 school year represent a decline of less than 1% from the 4,029 students enrolled in the 2014/15 school year. However, there is a 14% increase overall from the 3,490 students enrolled in 2012/13. The division as a whole has decreased enrollment by 2.9% in the past year and the college has decreased enrollment by 2.5% in the past year, so our 1% decline compares favorably with the division and college declines.
II.B.1	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 76% to 77%.
II.B.2	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://deanza.edu/ir/state-of-the-college-related-information/pdf/Institutional_Metrics_2016.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	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.edu/ir/program-review.15-16.html)	Enrollments in our courses have declined 1% overall in the past year with a 5.7% increase in sections. However, targeted student population enrollment grew by 10%.

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			Targeted student population enrollment accounts for 39.5% of our student enrollment, up from 35.5% from 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. The largest ethnic group within the targeted population is Latino/a; this group's student enrollment increased by 20% (1,050 up from 873), quite significant compared to a less than 1% decline for the division. Filipino student enrollment increased by 5% (328 up from 313), compared to a 1.5% decline for the division. African Ancestry student enrollment in our courses decreased by 19% in the past year (from 246 to 200), compared to a 15% decline for the division. Pacific Islander student enrollment increased 17% (35 up from 30), compared to a 1.8% decline in the division. In the past year, success rates for targeted populations have increased from 64% to 69%, while success rates for not targeted populations remained flat at 82%, which means that the equity gap declined from 18% to 13%. Latino/a student success rates increased from 64% to 67%. Filipino student success rates increased from 76% to 78%. African Ancestry student success rates jumped from 52% to 68%. Pacific Islander student success rates decreased from 70% to 54%. (It is worth noting that this last group is numerically small; there were 19 successful students this year compared to 21 last 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	Targeted ethnic groups overall success rates *rose* from 64% to 69%, *narrowing the equity gap to 13%.* African American student success in Humanities courses is at its

			highest level in the past four years, at 68%. We are pleased and hopeful that the implementation of concerted strategies by Humanities faculty to utilize pedagogies of engagement in their classrooms will help us retain and sustain success rates for African Ancestry students. Latino/a success of 67% is also at a four-year high, as is the Filipino success rate of 78%. Only the Pacific Islander group success rate (54%) falls below 60%, although this should be understood in the context of the small size of the population of 35 total students. Also there was a relatively high withdrawal rate among this group. Taking out the students who withdrew, there was a 26% non-success rate. We remain committed to increasing success rates for this group as well.
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://deanza.edu/ir/state-of-the-college-related-information/pdf/Institutional_Metrics_2016.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.	
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?	The Humanities department is committed to student equity. Over the past three years, we have seen a consistent pattern in increase of targeted group enrollment, as well as steady growth in targeted group success rates. In addition, the equity gap between targeted and non-targeted groups has decreased from 16% in 2012/13 to 13% in 2015/16. The Humanities department is also working, in association with the Foothill Humanities department and the Mellon Foundation, to institute a Mellon Scholar College Promise Program for Underserved Students Seeking Humanities Degrees. We are hopeful that this program will help us continue to decrease the equity gap through supporting students from the targeted groups who are

			taking Humanities courses. We also hope to see an increase in enrollment from these populations, as the new Mellon scholars work towards the recently approved Certificate of Achievement in Humanities.

	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%. The Humanities department has plans to assess Program Level Outcomes during Spring 2017.
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.	25%. This is up from 7% last year. The Humanities department has aligned the SLOAC process with our 5 year curriculum revision plan so that faculty may incorporate information from the SLO process in their review of curriculum.
	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.15-16.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	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

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			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, x8988
	Last Updated:	Give date of latest update (Set next box to YES when done and ready for Dean review).	3/18/17

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