

Note: revisions have been highlighted. The first column below matches the list of requested information as indicated on TracDat. The second column is where you can input your data at this time. The third column represents the information you would see if you pressed the help button (a question mark). You will be able to copy and paste or type in your information from the center column directly into the APRU on TracDat. Save this word doc in the following format: s12apru_deptname. Last steps, remember, you will be uploading this copy in to the Trac Dat, Documents file. ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. Please refer to your workshop handout or contact: leewheatcoleen@deanza.edu if you have questions.

Information Requested	Input your answers in columns provided. Use word wrap. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your explanations.	? Trac Dat Help button will reveal (sorry no hyperlinks)
I.A Department Name:	Humanities	
Program Mission Statement:	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.	You may create a new one or copy from your 2008-09 comprehensive program review.
What is the primary mission of your program?	Transfer	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Choose a secondary mission of your program.	N/A or Personal Enrichment	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Number of Certificates of Achievement Awarded		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to: http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html leave blank if not applicable to your program
Number Certif of Achievement-Advanced awarded:		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html leave blank if not applicable to your program

Number AA and/or AS Degrees awarded:		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html leave blank if not applicable to your program
Academic Services and LR: # Faculty Served		Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
Academic Services and LR: # Student Served		Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
Academic Services and LR: # Staff Served		Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Faculty Employees	.66	For ALL programs (Total FTEF that has changed this year, if the computer does not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (program reviews 2008s-10 available at: http://www.deanza.edu/gov/IPBT/program_review_files.html) 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Student Employees		For ALL programs. Total number that has changed this year. At this time only a numerical response will be accepted. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Part-time Faculty Employees	1.11	For ALL programs (Total PTFTEF that has changed this year, if the computer will not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Staff Employees		For ALL programs. At this time only a numerical response will be accepted. ONLY report the number of staff that directly serve your program only, Deans will make a report regarding staff who serve multiple programs. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program

		<p>applicable to your program</p>
<p>II.A-Growth and Decline of targeted student populations</p>	<p>While enrollments in our courses have dropped slightly overall in the past year, targeted student populations have accounted for a steady 24% of our total student enrollment. African Ancestry student enrollment in our courses has remained steady over the past few years while we have seen a slight decrease in Filipino/Pacific Islander enrollment and a slight increase in Latina/o enrollment.</p> <p>In the past year, success rates for targeted populations have decreased by 4% while success rates for not targeted populations have decreased by 2% - which means that the equity gap between targeted and not targeted populations has increased overall by 2%, with the equity gap growing from 11% to 13%. In the past year, African Ancestry student success rates decreased by 6%, Filipino student success rates decreased by 5%, Pacific Islander success rates decreased by 10%, and Latina/o success rates decreased by 2%. This said, the most recent success rates show vast improvement over two years, with African Ancestry students showing an increase of 7%, Filipino students showing an increase of 12%, Pacific Islander students showing steady success rates and Latina/o students showing an increase of 10%. So although we see a decrease in the short term - we show strong improvement over the longer term.</p> <p>Overall retention rates for targeted and not targeted student populations have dropped by 1% in the past year, but show improvement of 6% over two years. The equity gap in retention between targeted and not targeted student populations hovers around 4-5% over time. Over the past year, African Ancestry retention rates decreased by 6%, Filipino student retention rates decreased by 3%, Pacific Islander student retention rates decreased by 2%, and Latino/s student retention rates remained steady. This said, the most recent retention rates show vast improvement over two years, with African Ancestry students showing an increase of 8%, Filipino students showing an increase of 8%, Pacific Islander students showing an increase of 17% and Latina/o students showing an increase of 8%. So although we see a decrease in the short term - we show strong improvement over the longer term.</p>	<p>Briefly, address student success data relative to your program Growth or decline in targeted populations (Latina/o, African Ancestry, Pacific Islander, Filipino) refer to the sites: www.research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv/htm (prior to 2010 PR sheets) and www.deanza.edu/ir (2010-11 PR sheets here)</p>
<p>Trends in equity gap:</p>	<p>The Humanities program has made significant efforts to increase access and retention rates for all students, and specifically for identified target populations. The Humanities department has broadened their course</p>	<p>Refer to http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf, p.16.</p>

	<p>offerings to include additional distance-learning courses, as well as Friday and Saturday courses with the concept of increased access in mind, especially for non-traditional and working students. The Humanities program has also had the opportunity to hire adjunct instructors who are student-centered, innovative in their classroom approach, and more representative of the student populations at De Anza. Humanities courses must address both basic skills needs of our students as well as the content specific knowledge expected of our students for articulation. Specifically, students need basic skills in English reading and writing in order to develop and communicate their understanding of the content of our courses and also to succeed in their academic, transfer and career goals. Differential preparedness strongly impacts success and retention rates of our targeted groups, and is therefore central to any discussion of closing the equity gap. Given that we have not yet reached our goal of an equity gap no larger than 5% and that we have seen a slip in our progress towards this goal, the Humanities program must reassess how we are meeting the basic skills needs of our students. Current early assessment and intervention techniques, individualized attention, and detailed feedback on assignments does not appear to be enough. Our basic assumptions around improving student retention and success may be flawed or they may be other factors that are contributing to the trends noted above. We are curious if the overall decreases in student retention and success are mirrored in the college as a whole. If this is the case, then we might speculate that factors outside the classroom may be contributing to success and retention rates, for example: greater economic pressures in an economic downturn or shift in student preparedness.</p>	<p>Briefly address why this has occurred.</p>
<p>Closing the student equity gap:</p>	<p>In our comprehensive Program Review in Spring 2009, The Humanities department affirmed its commitment to student equity. In intervening time, we have seen no consistent pattern in increase or decrease of overall enrollment or in 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</p>	<p>What progress or achievement has the program made relative to the plans stated in your program's 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap? See IPBT website for past program review documentation. If a rationale for your strategies was not stated in the 2008-2009 CPRU, then briefly explain now.</p>

	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.	
Overall growth/decline in # students:	The 3,119 students in the 2010/11 school year demonstrate a decline in enrollment from 3,213 and 3,640 in the two preceding years. However, they also demonstrate significant growth from 2,657 from the 2007/08 school year. Over this four year period, we have experienced mild decreases in success and retention rates each year, for a 6% decrease over 4 years (2% of which occurred in the last year).	Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success.
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.	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.)
Progress in "Main Areas of Improvement"	In the Spring 2009 Program Review, the Humanities program indicated the following goals for improvement: <i>This program's areas for improvement rest in serving greater numbers of students with improved retention and success rates and closing the equity gaps in success and retention between targeted and not targeted student groups.</i> It is evident, given the discussion in the fields above, that the Humanities program must continue to work on identifying effective strategies for closing the equity gap.	Based on the 2008-09 Comprehensive Program Review, Section I.C. "Main Areas for Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions.
CTE Programs: Impact of External Trends:		Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics, please see "CTE Program Review Addenda" at: www.deanza.edu/gov/IPBT/resources.html 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.
CTE Programs: Advisory Board Input:		Career Technical Education (CTE), 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.
IV. A Budget Trends	Please see my Division Dean's budget data	Assess the impact 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.
Enrollment Trends	As mentioned in the field above, the 3,119 students in the 2010/11 school year demonstrate a decline in enrollment from 3,213 and 3,640 in the two preceding years. However, they also demonstrate significant growth from 2,657 from the 2007/08 school year. These numbers mirror the enrollment trends experienced by the college as a whole, which has experienced a drop in enrollment over the past few years. Additions and subtractions of sections based on budget decisions also have an impact on the number of students we enroll in the Humanities program. Any specific or additional data, please see my Division Dean's report.	Assess the impact of external or internal funding changes upon the program's enrollment and/or its ability to serve its students. If you don't work with Enrollment Trends, please ask your Division Dean to give you the information.
V. A -Faculty Position Needed	No Faculty Needed	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed
Staff Position Needed	No Faculty Needed	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed Only make request for staff if relevant to your department only. Division staff request should be in the Dean's summary.
Justification for Faculty/Staff Positions:		Provide information such as: institutional, SLO, PLO data that supports the need for this replacement, what would be impact of not replacing this position, services lost if not replaced, include all assessment data that supports a need for growth, etc.
Equipment Request		A drop down menu will allow you to choose: Under \$1,000 or Over \$1,000 or no equipment requested. At this time, the majority of your equipment requests have been submitted through Measure C processes. But, if you have items that cannot be covered through Measure C, please input your requests here.
Equipment Title and Description, Quantity		Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warranties etc. Did this request emanate from a SLOAC or PLOAC process? Does this item require new or renovated infrastructure (eg wireless access, hardwire access, electric, water or heat sources . . .)

Equipment Justification		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? Etc.
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
Facility Justification		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? Etc.
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? If you do not deal with the B budget directly, you can use the comment: "please refer to the Dean's summary".
Staff Development Needs		What assessment led to this request? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?
SLOAC and PLOAC summary	The Humanities department completely finished the first assessment cycle of all SLO and PLO's in the winter and spring of 2011. Please note that the system administrator/s of the ECMS program lost a good portion of this data and we are currently reconstituting it. This said, the department has had a number of very constructive conversations regarding the mission of our department and our goals for our students. More than anything, the process has encouraged community in our department and has focused on student centered learning. Our assessments indicated, on the whole, that we are meeting our goals to a large extent.	What did you learn from your SLOAC and PLOAC activities this year?
Future plans		How do you plan to reassess the outcomes of receiving each of the

		additional resources requested above?
Submitted by:	Salamander Breiter - Humanities Department Chair breitersal@fhda.edu OR 408-864-5561	APRU writer's name, email address, phone ext.